

Wholesome Childhood

By

ERNEST R. GROVES

Professor of Social Science at Boston University, Author of "The Rural Mind and Social Welfare," "Personality and Social Adjustment," etc.

AND

GLADYS HOAGLAND GROVES, A.B.

New Edition



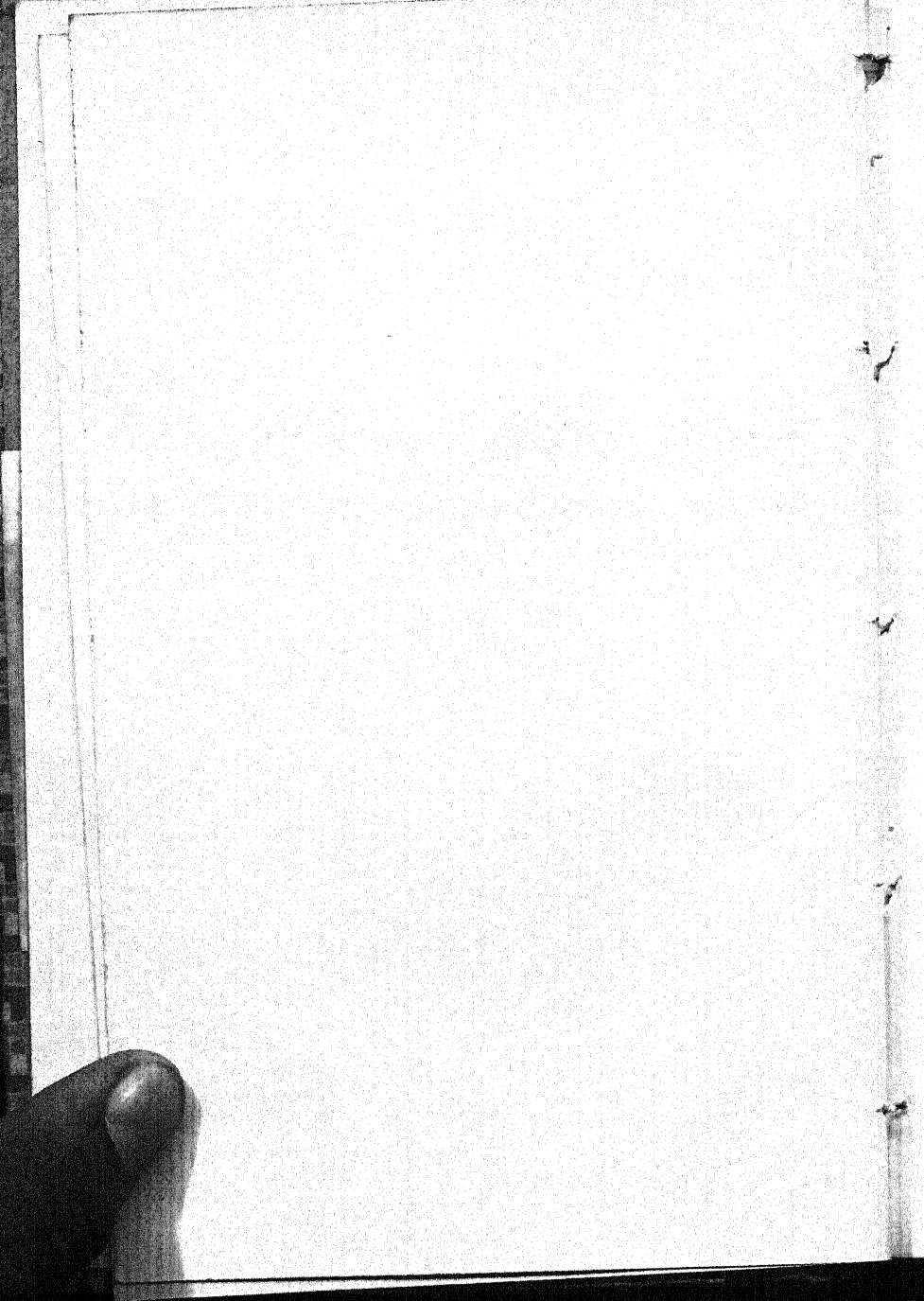
Boston and New York
HOUGHTON MIFFLIN COMPANY
The Riverside Press Cambridge

COPYRIGHT, 1924 AND 1931, BY ERNEST R. GROVES

ALL RIGHTS RESERVED INCLUDING THE RIGHT TO REPRODUCE
THIS BOOK OR PARTS THEREOF IN ANY FORM

The Riverside Press
CAMBRIDGE • MASSACHUSETTS
PRINTED IN THE U.S.A.

TO
OUR CHILDREN



PREFACE

THIS book is written with a definite purpose. It aims to handle child-training in the same way that the physical problems of childhood have been so well treated by books on the physical care of children. It is brief, specific, and concrete. The authors have had considerable experience in dealing with problems of child-training, not only in their own home, but also as a result of the counsel that they have been asked to give other parents who have been in trouble with their children. The book is written to help parents maintain the wholesome homes that prevent the origin of those problems of childhood that, in the authors' experience, are most troublesome.

In harmony with the teaching of recent science with reference to conduct, the book stresses, first, the significance of the early period of childhood and the determining influence of the home during the first years, and, secondly, the importance of the emotional life of the child. It is in the emotions that

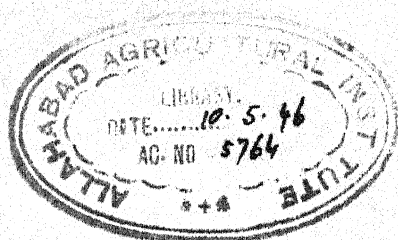
conduct problems originate, and it is by wise guidance of the emotions that parents have their largest opportunity to serve the welfare of their children.

The book is one of principles rather than rules, for wholesome childhood demands from the parents insight and judgment rather than ironclad, formal routine.

The authors are indebted to a host of specialists in the science of conduct, who are at work constructing a trustworthy basis for wholesome child-training.

E. R. G.

G. H. G.



CONTENTS

INTRODUCTION	xi
I. THE FOUNDATION PERIOD: FIRST SIX MONTHS	1
II. THE PERIOD OF DISCOVERY: SIX MONTHS TO ONE YEAR	21
III. THE PERIOD OF ACHIEVEMENT: ONE YEAR TO TWO YEARS	41
IV. THE PERIOD OF CONTACTS: TWO YEARS TO THREE YEARS	70
V. THE PERIOD OF SELF-DISCIPLINE: THREE YEARS TO SIX YEARS	98
VI. THE PERIOD OF SCHOOL ADVENTURE: SIX YEARS TO TEN YEARS	124
VII. THE PERIOD OF STRESS: TEN YEARS TO FOURTEEN YEARS	149
BOOKS RECOMMENDED FOR PARENTS	177
SUGGESTED OUTLINES FOR INDIVIDUAL OR GROUP STUDY	180
INDEX	199

INTRODUCTION

"Too late"; the consulting psychiatrist shook his head. "You can do little now for your son. He cannot be made over. You should have come to me eighteen years ago, or fifteen; even ten or five. Everything you did for him when he was an infant, a small child, a growing boy, is helping or hurting him now. It cannot be greatly changed.

"Of course we will do what we can for him, you and I. We will put together our resources — your concern and affection for your boy, tempered by my skill and experience in handling such cases in the light of science — but it will be a long, hard pull. We may in time accomplish much. The tide is against us, however. We may get nowhere. We may not even hold our own. The boy has slipped away from you. If we are able to help him get his feet on firm ground again, I am going to ask of you a peculiar thing."

The distraught father rose to his feet. "No fee can be too large, if the boy can be brought

through his crisis unharmed. I have fought a losing fight, now, for some six years. Before that I was losing, but I did not even know it. When I had failed, I came to you for help in rescuing what little might be left of my boy's character. You hold out to me some small hope of turning defeat into victory. If my boy does regain control of himself, I will gladly double your fee, whatever it is."

"What I am going to ask you to do for me in case we win has nothing to do with money. It is more personal and valuable."

"I will do what I can." The father left the specialist's office, carrying with him chagrined hopes. It was not pleasant to learn that he might still have to stand helplessly by, watching his only child's failure to establish wholesome contacts.

Unable longer to gloss over the facts, Mr. Higgins had finally sought help in his attempt to save his son from a criminal career. Now it seemed almost incredible that he had let a mistaken sense of family pride stand in the way of his trying to get help, during these years of anxiety.

Perhaps, as the psychiatrist said, the boy's

inheritance would overcome his lack of wise training, and all would yet be well. But the source of John's possible inherited traits represented much that was bad as well as good. There was Grandfather Higgins, who had epilepsy; the boy's own mother had been tubercular; and was there not a rumor that her father had been alcoholic?

John's father had been reading books suggested by the psychiatrist to give him a change of viewpoint that would make possible an understanding of his son's situation. He felt that alcoholism, epilepsy, tuberculosis in the boy's immediate ancestors suggested possibilities of lack of stamina in the family strains, which might weigh heavily on the boy.

Since he could not manipulate as he would his boy's choice of inherited tendencies, why had he not done more to develop the best of what was innate in the boy? That might have crowded out the undesirable part.

"I am no different from millions of other fathers," he offered in self-excuse. "I gave my boy good physical care, material comforts, the usual education, and expected Nature to do

the rest. Of course, if his mother had lived, things might have turned out differently.

"But that wouldn't necessarily have followed. Look at Smith's two boys, both of them utterly worthless, yet they had all the advantages of mother-love. It didn't prevent their growing up as lazy and shiftless as their father is energetic and prosperous."

Then there was little Jennie Moore with whom he had played as a boy. She had been a happy, sweet-tempered child. Why had she developed into the irritable, nagging wife of the popular, successful Art Wentworth?

And why had his little sister Polly never had a serious love affair? She was the last person one would have expected to become a typical old maid. She not only was one; she looked it, acted it, and evidently felt thoroughly old-maidish in a disagreeable way. What happened to perfectly good young folks that should twist their lives about like this? He must ask the psychiatrist about it.

And what of Brother Bill's fine youngsters? Were they headed for trouble, some of them? Could it be avoided? Must every one consult a psychiatrist in order to bring up his children?

Bill would laugh at the idea. There must be some other way out.

Stopping from force of habit in front of his favorite bookstore, he glanced mechanically over the window's display of books. As he turned away, his brain belatedly registered the fact that a number of popular books on psychology were jostling an assortment of books on the physical care of infants and small children. Mentally commenting that several of those books on babies were in their fifth and sixth edition, and one in its eleventh, he walked on, ruminating on the fact that popular psychology was rivaling fiction in the lists of best-sellers.

Something over a year later, three men were gathered in the specialist's office. The business man could scarcely keep his eyes off the youngest man, who was possibly not yet out of his teens in spite of his mature appearance.

"Your part of our bargain must now be paid." It was the psychiatrist who spoke.

"Yes, indeed. Tell me what I am to do." The proud father was impatient for an opportunity to show his appreciation of the scientist's service.

"What's up, Dad? Been dickering with Mephisto? Better let me square the account for you. Turn and turn about, you know."

Silence fell on the little group — the calm silence that dwells only between people who understand each other well. The doctor leaned slightly forward in his chair, the gleam of battle in his eye.

"The two of you will serve my purpose better than either one alone. I want you to find a way to put me out of business. I have spent the last ten years in dealing for the most part with just such cases as yours has been. They differ widely. All are hard, interesting. But most of them, like yours, could very easily have been prevented. In their beginnings, in their early course, even when well under way, the cumulative difficulties could have been removed and disaster averted."

The scientist had forgotten his hearers. He looked beyond them into the hearts of the multitude he had helped. He left his seat, paced at irregular intervals up and down the long, book-filled room.

"Nobody thinks of letting a serious disease run more than half its course before calling in

the doctor. Why should we do that very thing in this newer field of conduct problems?

"If we could just make up our minds to tackle these difficulties when they arise, how much happier everybody would be! There would be fewer hopeless cases. The number of people suffering from social and psychic maladjustment would be much less than it is now.

"Many of the people who come to me have been socially or mentally askew for years before they thought of seeking help. They have lived unhappily and inefficiently for those years, when it was entirely unnecessary. They have made themselves a burden, an annoyance, a source of worry to their family and friends, when there was no need of it.

"Instead of enjoying life and 'doing their bit,' they have been a prey to perpetual doubt, unfounded fears, intense anxiety out of all proportion to the circumstances. Some seek relief by plunging into a criminal career; others lose their zest for life, and with it their ambition. All are a problem to society and to themselves."

The doctor stopped by the empty fireplace. Resting his elbows on the mantel he faced his

hearers. The father was much impressed, the son bursting with eagerness to talk, but the thinker did not see them.

“For every ‘case’ that seeks help from those skilled in dealing with conduct problems there are a dozen who need help, but do not know where to get it. These are the people who become a drag on society and lose their hold on their own self-respect or that of others. From a purely economic standpoint, such a waste of human energy must be stopped.

“Every person who makes a failure of life costs something. His inability to maintain himself makes his family, his friends or neighbors, his town, state, or government, shoulder the cost of his support. Often his support is expensive. He may destroy or steal the property of others. He may need frequent medical care, or constant supervision in a public institution.

“He is most harmful in his effect on others, for he is liable to lead younger people in his footsteps. This he may do unwittingly, by the mere force of suggestion; or mistakenly, by putting into the lives of others the morbid tendency that has warped his own life.”

The boy could restrain himself no longer. "What of the people who don't noticeably fail in life? Don't they often have twists of character, troublesome 'conflicts,' crippled abilities, that could have been prevented?"

The psychiatrist jumped at that. "You're getting ahead of me. That's what I was about to say. Many persistent adult traits that hamper the life of the individual are the result of some early experience that should have been avoided or could have been easily remedied at the time."

"What can be done about it?" queried the father.

"That's what I want you to tell me. Your practical help in the solution of this problem is the pay I demand for my services in behalf of your son."

Mr. Higgins sprang to his feet, fairly shouting in his eagerness. "I'll tell you what I think ought to be done. You must write a handbook for parents, showing us just what to do from the very beginning, in order to give our children the wholesome outlook on life that is their right. It won't do me any good, now that my boy is grown up, but such

a book would have enabled me to save him some wasted years and harassing memories."

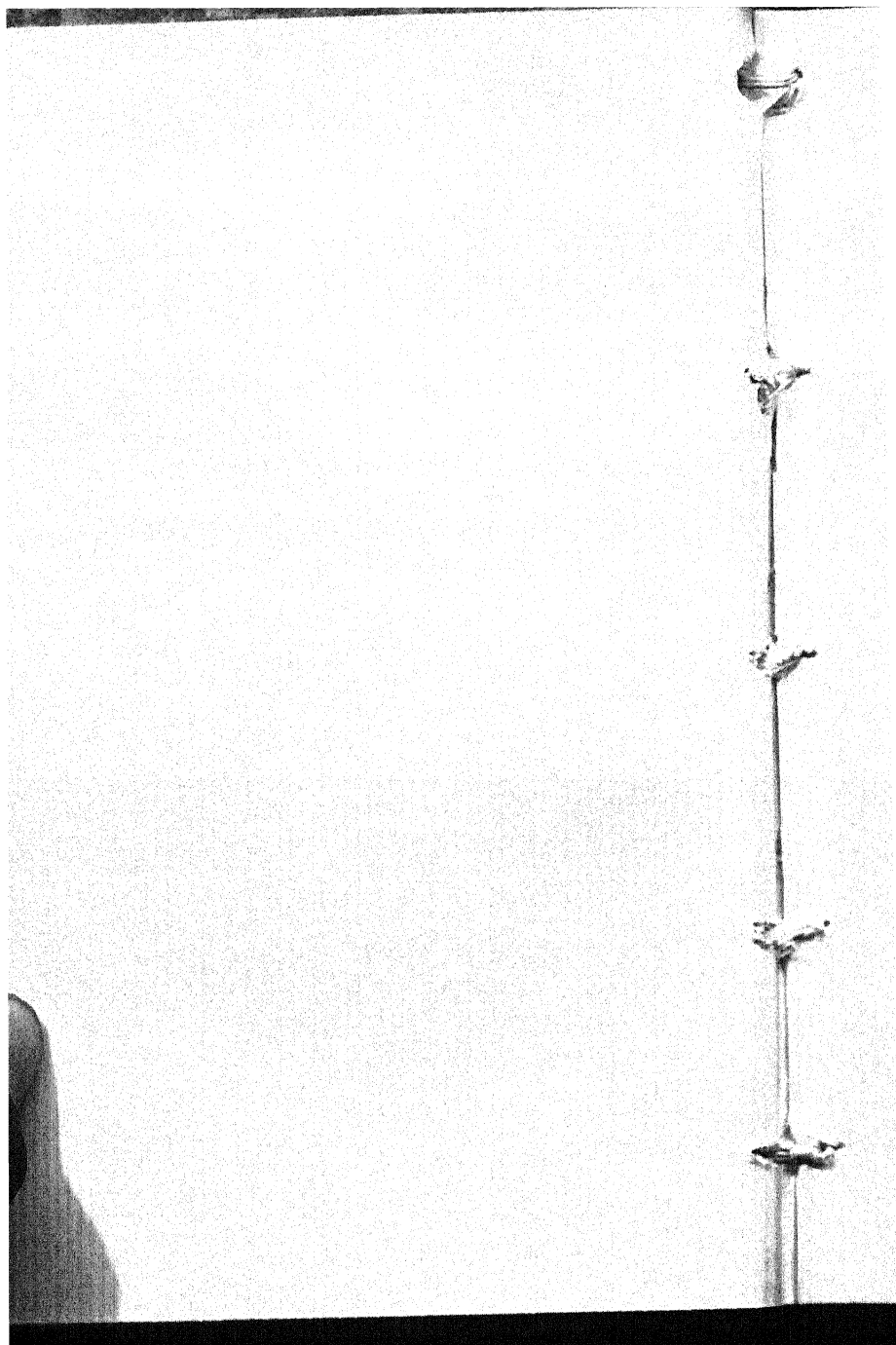
"I had thought of a book. But will people read it? I am afraid anything I could write would be too theoretic. I abhor dogma, and the result is that whenever I lay down a principle, or give an instruction, I want to explain the reason for it, and the need of it as thoroughly and as fundamentally as I can. A careful treatise on child psychology, with applications, is what I should produce. It would be rather hard reading. You couldn't expect a busy mother with three small children to have frequent recourse to such a work, nor would the tired father be anxious to spend his evenings drinking in its contents. Some few would like it, of course."

"Why don't you put it up to that sociologist I met in here the other day?" asked the boy. "He said he handled cases of social maladjustment that weren't serious enough to be sent to you. That would be a sort of preventive work, like what we were speaking of, since he gets people at the beginning of their trouble and helps them to turn it aside."

"Tell him to have his wife help him write

the book," urged Mr. Higgins. "It is the mothers who are with the children most during what you call their formative years. The fathers can do a great deal by understanding their children's problems, and winning the youngsters' confidence and friendship; but the mothers are the ones who have to cope with every difficulty the moment it arises."

"Yes," said the psychiatrist, "my sociological friend might be just the one to bring out the book we were speaking of, especially if his wife will work with him on it. Of course she has had more experience than he in applying the principles of modern psychology in the everyday life of normal children."



Wholesome Childhood



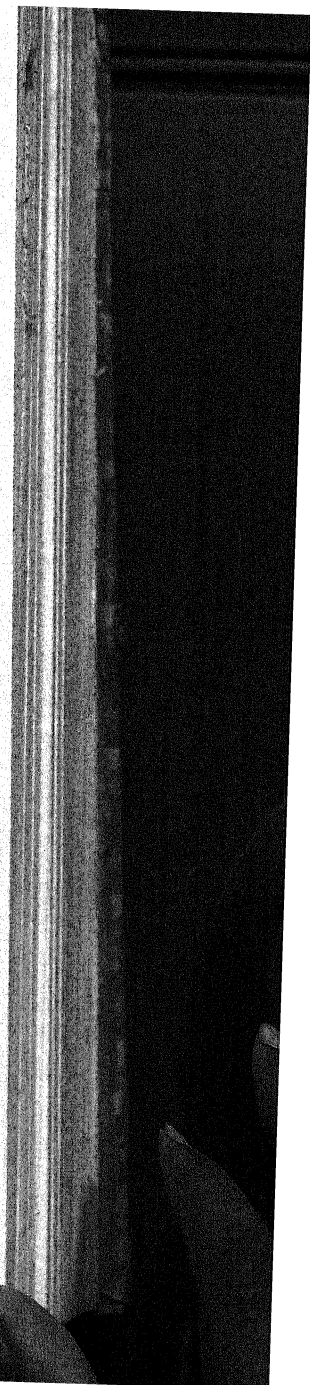
CHAPTER I

THE FOUNDATION PERIOD

FIRST SIX MONTHS

To begin early enough in the education of our children for a happy, useful life we must begin at least six months before their first cry delights our ears. The most athletic woman, as well as she who sits by the fire and spins, should consult an obstetrician as soon as she knows that she is to have a baby; and she should continue in his care until the new baby is fairly well accustomed to this world.

In true short-sighted mother-fashion, many women feel that they are never justified in any "extra expense" for themselves. But this is not for the sake of the mother; it is for the baby. Especially if he is a first baby does he need a specialist's supervision from the time he first makes known his presence until



he has established himself as the tiniest member of his family circle.

It is as easy for us to serve the newborn baby's best interests as it is natural for him to react to fresh air and fatigue by crying, breathing, and sleeping. Doctor, nurse, parent, or friend sees to it that the baby has a chance to sleep comfortably, in the quietest possible environment. He is handled little, fed regularly, and kept delicately clean and warm.

This cleanliness, regularity, and quiet comfort provide the first tracings of the pathways of training that make for later poise and efficiency. The baby that is always clean will crave cleanliness as he craves any other bodily comfort. He will cry from discomfort when he is wet, and will soon learn not to wet himself. Since this particular kind of cleanliness is by common consent the child's first virtue, it is well that he has thus early set out toward his goal.

Being kept quiet and warm helps to make the new baby contented. The comfortable, healthy baby is the happy baby; with sensible care he will become what is known as the

"good baby." That is to say, he will seldom cry without clear cause. His parents may then feel that they have contributed somewhat toward his adult "good disposition."

Since punctilious care of their little baby's health serves also the best interests of his character growth, the parents have plain sailing at the very beginning of their difficult task of guiding the early life of a human being. Faithfully carrying out the letter and the spirit of the principles laid down by the baby specialists to whose books they have access, the father and mother need have no further concern for the moulding of their child's life during his first three or four months.

Quiet is one of the most important factors in the environment of the baby during these first months. This means protection from jolts and jars, sudden or swift motion, and any sort of bustle or confusion, quite as much as loud or unpleasant noises. In being dressed, bathed, and fed, the baby is handled as little as possible, and always very tenderly.

When carried up and downstairs, or to his outdoor crib or carriage, he is moved quietly and smoothly. Going downstairs may seem

to frighten him, so that he clutches his hands and perhaps catches his breath. Abrupt downward motion can be avoided.

When emergencies arise, it is quite possible for the person with the baby to preserve a calm demeanor. Difficulties are thus more summarily disposed of, and the even tenor of the infant's life flows on uninterrupted. Especially in times of real danger or terrific anxiety, as when the home is threatened by fire, or a member of the household is seriously ill, must self-control be exercised by all in the presence of the baby.

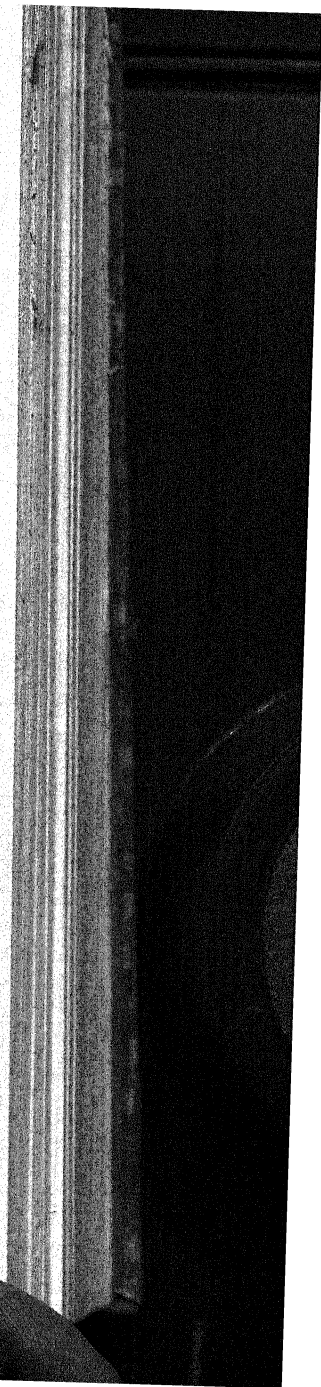
Fear and anxiety are easily communicated to the infant, on whom they make a deep and harmful impression. Any acquaintance with commotion and great excitement only tires the baby, producing in him a nervous fatigue that is detrimental to the building-up of a strong nervous system. This is applicable to joyful doings and the excitement that accompanies boisterous happiness, as well as to the constant upset and emotional stress of the poorly managed home.

The commonest and most tempting violation of this rule is the exhibition of the wonder-

ful new baby to every chance comer, at any hour of the day or night. Baby is taken from the crib where he should be having a chance to sleep, or enjoying as much as appeals to him of his restful surroundings. He is carried downstairs, perhaps rather hurriedly, and brought into a room where there is at least one outsider. He is talked to throughout his entire stay, often poked and handed from one person to another, laughed at and exclaimed over, and generally made the center of a tiring social whirlwind.

In these days no one need fear that he will seem impolite if he does not exhibit the baby to every visitor, for every one knows that the modern baby's schedule is not lightly to be upset. When the young mother finds it hard to resist the pleading of a guest who feels at the moment that she must see and hold the baby, it may help the mother to harden her heart and stick to the "No" she has uttered, if she recognizes that guests sometimes persuade themselves that they are frantically fond of babies because they find that this invariably wins the hearts of parents.

The guest, out of politeness, begs to see the



baby; the parent, out of politeness, yields to his visitor's entreaties. The baby, against his best interests, is brought out and passed around, like any confection.

When returned to his quiet room, he is likely to register a vigorous protest at his bad treatment, by crying from nervous fatigue. In one of these orgies of social abuse, the babe may even be exposed unwittingly to some dangerous, infectious disease, which has not yet given rise to definite symptoms in the person who harbors it.

Animal breeders are very careful to keep the young animals quiet. We may well take a page out of their book, and see to it that our young humans are not handicapped at the outset of their life career by our subservience to distorted notions of politeness.

Regularity in the feeding and care of the little baby helps to build up his physical well-being most surely and effectively. In the mental realm its value is also far-reaching. The orderly sequence of events in the healthy baby's life allows the little one to swing with the rhythm that pulses through his days, turning from sleep to the exercise of crying or

being bathed, from exercise to food, and back to nap-time, with just enough exertion to induce sound sleep again.

In a new and strange world the regular occurrence of the few necessary daily happenings tends to reduce nervous fatigue to the minimum. When the baby begins to trace out from his bewildering environment the pattern of things that concern him, his task is easier if the pattern is simple, clear-cut, and repeated with little variation from day to day.

The punctual appearance of bath, meals, and naps at the same time day after day engenders confidence in their continued re-appearance in response to the well-timed pangs of hunger, urge for exercise, or feelings of weariness. When these vital matters are as regular as day and night in their coming, the little one is confused by no capricious personal meddling in his attempt to interpret his little world.

Were his meals to come haphazard, he would be likely either to feel neglected or to become tyrannical. The linking-up of the idea of food with hunger would become obscured under experiences of hunger long unsatisfied,

or of overfrequent feedings that come close on the heels of the cry of indigestion. Being on time with the feedings has been called the mother's first opportunity of telling her baby the truth.¹

Regularity in the care of the baby is a boomerang that makes life pleasanter for the baby and then springs back to help the mother get her work done without getting nervously tired. A happy, healthy mother is of inestimable value to any baby.

Concern for the baby's welfare waxes strong in his parents during the early months of the little one's life. A study of child psychology is likely to be taken up with avidity. The parents try to pierce the future, and yearn to do now in every minutest detail that which will be for their child's greatest welfare as he matures. Modern psychology bears them out in this desire to begin at the very beginning of the new life in their attempt to minimize later hindrances to effectual coping with the realities of life.

Fortunate are those children who are cared for during infancy and childhood by their

¹ Smith, R. M.: *The Baby's First Two Years*, p. 91.

parents, instead of being turned over to hirelings. The very poor often have to leave their children, even their little babies, at day nurseries, while the mothers go out to work. The very wealthy are apt to feel that their daily round of pleasure-seeking, or civic service, should not be interfered with by their children. Mothers in the middle class are prone to hire young girls to take charge of their little ones, every afternoon, so that the mothers may play Ma Chiang, run into the near-by city, shop, gossip, or even sew, bake, and clean house to their hearts' content, with no children on their minds.

The day nurseries are run by persons trained in child-lore, but no institution can compete with individual parental care. Nurses and governesses are often intelligent and fairly well equipped for the responsibility entrusted to them; it is difficult, however, to find for these posts young women who have both the cultural background and the wholesome personality needed. The high-school girls who trundle babies about to hockey games, basket-ball practice, and street-corner flirtations have little conception of the needs of

small children. When possible a mother should take care of her baby herself.

By the time the baby is four months old, his physical care is pretty well systematized, and he is showing the effect of good care. His hold on life is less tenuous; the parents' anxiety over his health is replaced by fairly exact knowledge of the needs of this little individual.

The development of every baby is different from that of any other, each one responding to his own inheritance and environment, which differ from those of any other baby. It is therefore impossible to bring up a baby by the calendar. One baby of three months will be doing something another baby does not do until five months, which a third perhaps never does; each of these babies may be ahead of the rest in regard to some things, and behind in others. Backwardness is significant only when it is rather general or very marked.

The baby's exercise is now more interesting to the casual observer, though the parents have always appreciated the baby's rhythmic arm and leg motion, quite in the style of the modern Dalcroze eurhythmics. Loose clothing

at all times and a daily exercise period, during which the baby wears little if any clothing, make possible freedom of movement.

The attitude of the parent toward the baby's exercise is one which he will be wise to maintain toward the activities of his growing child. The parent provides opportunity for the child to use his powers with the least hindrance. Coercion and cajoling are unnecessary.

The child is eager to do what he can. When the best conditions are present, he will be able to do more than if he is constantly hampered in his attempts. Nothing makes him so happy as the doing of things. A baby is more delighted when he is able to kick freely than if he is given the most ingenious or artistic toy devisable.

When first the baby finds that he can make sounds that are not crying, he has entered a new world. He now consciously utters cries that delight him. Perhaps he makes funny, deep noises, maybe a gurgle, or a sweet, light sound. He tries to repeat the new sound, often with ill success. Later he will probably happen to hit upon it again; then he gives voice to the odd little call many, many times. It is likely

to become a part of his repertoire, to be reproduced when he feels anew the urge for vocal expression.

It may have been while he was awake in the night that he first stumbled on the new sound. Next morning it may elude him. He may not get it again for some time. If he does recapture it, he will be most happy. His resources are doubled. Perhaps, in the joy of his discovery, he does not play with his hands and kick so much as he did. But in time he will resume his physical activities, still enjoying the pleasures of rudimentary speech.

The primary need of every baby is love. When unstinted personal affection is withheld from a baby, that baby's chance of growing into healthy childhood is weakened. The mortality rate of babies in the finest institutions that care for infants is higher than that of babies who live in poverty-stricken homes. Love cannot be meted out to babies by the score in a way that will satisfy each little one's craving. The little baby cannot be loved too much. He needs love and thrives on it as a plant thrives on sunlight.

As he grows older, the parents have to guard

against smothering the child's developing tendencies in a too vehement love, and thus preventing his ever attaining independence. As long as he is still a baby, let them make the most of their opportunity to fill the little life with love, assured that it is good for him. While the baby is tiny, caresses and loving attentions must be sparingly indulged in, lest he be fatigued, but affection will express itself in the tone and in the performing of necessary services.

During his fifth and sixth months the baby will exercise more vigorously, achieve many new sounds, and recognize many more relationships between the different factors of his environment. He is still so busy getting acquainted with his surroundings that he must be spared all possible distractions. Visitors must still be rarities, and visits short, though not to the degree that was imperative during the earliest months.

It is important to watch for signs of fatigue after any break in the usual quiet routine, in order not to make too great a departure from Baby's simple habits. Unusual activity is a sign of fatigue. The baby that is too tired is

apt to have difficulty in getting to sleep, even as do his elders. If he is kept very quiet for the next day or two, he will have a chance to make up the sleep he has lost.

A quiet babyhood allows steady development of the nervous system, which lays the foundation for a happy, healthy childhood and well-balanced, efficient maturity. Let no short-sightedly ambitious parent cripple his child's possibilities by trying to hasten the coming of new activities. He will probably succeed only in puzzling and tiring the baby.

The little baby is very sensitive to voices. The nervous or unhappy person often finds it impossible to win his confidence, in spite of her genuine love and sympathy for the little one. The voice reveals inner states of upset or discontent far more than adults usually recognize; but the baby who cannot understand words reads voices well.

While Baby's various "bad habits" must be nipped in the bud, it is essential to remember that this can be done more surely and safely by education than by repression. The tiny baby's sucking of his fingers, the bed-clothes, anything within reach, may indeed

be the forerunner of an undesirable habit of thumb-sucking; it is primarily an expression of the newborn infant's sucking reflex, plus his desire to put things into his mouth where they give him the greatest amount of sensation. When he sucks his fingers, he gets a double sensation, for he experiences feeling in his fingers as well as his mouth.

The innate strength of the newborn baby's urge to suck, with little discrimination as to what he sucks, is so strong that one might as well whistle as try to check it. As the babe grows older, this tendency dwindles of itself. If this does not happen, but the growing baby sucks his fingers or bedding more rather than less, it may be that he is being insufficiently nourished. When investigation and experiment have eliminated this as a cause of the difficulty, it is time to lead the baby away from his habit before it becomes firmly established.

Here, as in all guidance of human activities, one should stress the desired mode of behavior, arranging conditions so as to lead naturally away from the old and toward the new pathway. Instead of telling the baby not

to put his fingers in his mouth, one can direct his attention to something outside himself, or to some more desirable activity, at the same time casually removing his fingers from his mouth in order that he may more fully concentrate on the new stimulus.

It may be necessary patiently to repeat this process many times, with ingenious variations in detail, before the thumb-sucking tendency is discarded; but once it has been outgrown there is little likelihood of its reappearance or of its breaking out in a disguised form. Since there has been a transference of interest, without repression, no opportunity has been given for the formation of a harmful complex.

A similar method of procedure should be followed when the parent notices the baby exploring his body in a way that might lead to masturbation. The baby is merely satisfying his legitimate curiosity in regard to his surroundings, attempting to find out what is self and what is not self. Pay no attention to what he is doing, but incidentally break up his activities in the process of replacing them by others which are more acceptable.

Then find a way of preventing a recurrence

of the conditions that suggested the undesirable conduct. If it occurred during the baby's daily exercise period when he wore no clothing, it may be necessary to devise a light garment for him to wear, which will not interfere with his kickings and wriggings. In all probability, after a few days this can be left off, but casual supervision must still be maintained for some time.

If one had met the situation by removing the baby's hands abruptly from his body, and saying, "No, no, you must not do that," his attention would have been instantly riveted to the forbidden portion of his tiny anatomy. He would be especially anxious to satisfy his thwarted curiosity, since his attempted investigation was so dramatically broken off.

The excitement of being reproved is apt to be an incentive to disobedience. The baby likes to attract attention. He often arouses his adult audience more by doing the few forbidden things than by accomplishing difficult new feats of coördination or vocalization. It is for the parent to school himself to ignore those activities which he disapproves, and to

emphasize those which he deems more wholesome for the baby.

The tone used by those who reprove a baby for doing anything even remotely related to his mature sex life is very likely to be so morbid as to do more harm than could be done by absolute indifference and neglect. When older brothers and sisters or young nursemaids attempt to handle such a situation, their tones are liable to say, in language the baby understands better than words, "What you are doing has in it greater possibilities of pleasure than you realize; but you may not seek them. There is no reason for this, but you must obey." Such a mixture of arbitrary coercion and sensuousness tends to fix the habit.

In older people the obnoxious tone often expresses disgust and fear, emotions which should never be tied up with the development of that portion of the baby's life which leads toward the perpetuation of the race. Frankness and sincerity are as important in dealing with the baby as if he could understand every word that is said to him, for he is very skillful in reading intonations.

The baby's exploration of his surroundings is carried on largely through his sense of touch. It is unwise to curtail his freedom in examining as best he can whatever comes within his reach. Sometime after the third month he discovered his hands, and spent hours looking at them, turning them about and watching their movements. Later, he found that by touching his hands together he got a double sensation. He touched, and he was touched.

This helped to free him from his earlier finger-sucking, but it was bound to lead to handling of other parts of his body. By the time he gets down to his toes, he is praised and made much of; and if there has been no undue reaction on the part of his elders to his manipulation of himself, he will now probably concentrate on his hands and toes, since they are so highly specialized that he can do an endless number of diverting things with them.

When Baby first began to pick up objects and hold them in his hands to look at them, it was time to take steps to prevent his amusing himself later on by throwing his toys on the floor, and then crying to have them picked up and handed back to him. From the very

beginning, when Baby drops anything, let it lie where it falls. He will not expect it to be picked up, so your policy will cause him no unhappiness, but will allow him to become familiar with the operation of a physical law with which he is always in contact. He will see that things dropped fall down, and not up. When he is old enough, he will want to get down and pick them up for himself.

CHAPTER II

THE PERIOD OF DISCOVERY

SIX MONTHS TO ONE YEAR

THE child's curiosity is the foundation of his adult intellectual vigor. If he has a chance to satisfy his urge for first-hand knowledge, he will be constantly on the alert to discover the answers to the questions that perplex him. As soon as he solves one puzzle, another takes its place; but the second is more difficult than the first.

In this way the child progresses from simple to profound questionings, always enjoying the hunt for knowledge, and carrying on his search without help as far as he can. Once he has tasted the delight of thinking for himself, he has awakened an ability which can never be taken from him.

The baby of six months needs to touch whatever attracts his attention, whenever that is possible. He thus learns to judge size, shape, and texture by investigation with hand and eye. After much practice he will be

able to tell at a glance, unaided by touch, the nature of the objects about him, and their distance from him.

When he begins to sit up, he is almost overwhelmed by the multitude of things that attract him. Just at this point he needs protection lest his eager interest in the world of things goad him to exhaustion, making of him a nervous child. His nap-times must be religiously adhered to, even though he does not always sleep. He may be too excited to sleep, but if the nap habit is kept up, he will at least have two long periods of quiet during the day; and as his excitement over his new achievement wears away, he is likely to sleep more.

Grown-ups will have to watch themselves to see to it that they do not push the baby deeper into the maelstrom of puzzling things that engulfs him, in their well-meant attempts to "amuse" him. Playing with a baby is apt to consist in presenting fascinating, new toys for his consideration; uttering strange sounds that are supposed to appeal to him; or dandling him in roller-coaster fashion.

Imagine yourself put through the gyrations

that are customary when father or uncle tries to get acquainted with Baby. Suppose some one were to entertain you with meaningless clucks and trills when you were struggling to master Sanskrit or Chinese, and had no way of communicating with any one until you had mastered the language.

Even though Baby grows hilarious when he is dazzled and deafened with strange sights and sounds, the excitement of being amused is apt to leave him nervously tired. If the interested adult would protect his little friend from fatigue, he must learn to reverse the rôles. The moment the adult takes the passive part, Baby will be the one who will do the entertaining, for an infant is always engaged in some absorbing enterprise.

A quiet onlooker gives the little one the satisfaction of an appreciative audience and fills his need of companionship, without stimulating him to undertake activities beyond his strength. Incidentally, the adult is well repaid for his quiet observation by the insight he gains into the strivings and joyous successes of babyhood. This in turn begets respect for the little one's efforts, so that they

are less liable to be rudely interrupted or thoughtlessly forbidden.

It is an axiom among mothers that "A creeping baby is into everything; you have to watch him every minute." Fortunately for the peace of mind of the mother, this period is usually short. Some babies never creep.

If the mother thinks she is having a hard time, let her consider this matter from the point of view of the baby who has just begun to move about on the floor. His immediate environment has widened from the area of crib, carriage, play-pen, or grown-up's lap, to the whole floor space of his home.

He is tremendously stimulated by having direct contact with so many new things. He delights, as do we all, in locomotion itself. He is more than ever concerned with our movements. When we approach him, he is immensely stirred up. See how interested he is in the feet of the people about him. How fast we move in comparison with his most strenuous efforts! The least we can do is to simplify his surroundings, refrain from exciting him unnecessarily, and see to it that he sleeps and rests sufficiently.

In protecting the creeping baby from over-stimulation, one defeats one's own purpose if one tries to quench curiosity once it is aroused. Seeing the attractive object whisked out of reach calls forth a greater reaction, with its consequent fatigue, than would accompany a full and free inspection of the article. Undisturbed, the baby will often examine that which interests him, and leave it for something else in less time than it would take to divert his attention.

Is Mother beating up a cake while Baby sits in his high-chair eating his supper? Of course, he wants to see what Mother is doing; and having seen, he wants to put his fingers in the cake dough. At this age he is not likely to grab handfuls of the dough and fling it about the room. Let him put his fingers into the mixture. He will probably be very dainty about it, since he is learning through his finger-tips something of the character of cake dough. Note the look of satisfaction that comes over his face, when he has ascertained as far as he can the nature of the stuff with which Mother is working.

See how gleefully Baby crumples and tears

the wrappings of the gift, which lies unnoticed at his feet; how much more he delights in the contents of the waste-basket or coal-hod than in the things you have added to his already crowded environment. A toy is meaningless until he has made associations with it. The paper in which it was wrapped is like the paper he has seen you tear off bundles. Waste-paper fascinates him, because he has seen you handle bits of paper and then throw them into the waste-basket. The coal in the kitchen coal-hod likewise attracts him strongly because he has so often seen grown-up people manipulate it, and also because it is easy for him to pick up.

If magazines, books, and papers are left lying about where Baby can reach them, let him examine them at his pleasure. He will soon learn to handle them carefully, for he likes to copy the actions of his elders. If he has plenty of scrap paper to do with as he likes, he is unlikely to be wantonly destructive of the books he sees you treat with care.

It is of course well to make as little ado as you can, when he does inadvertently tear or crumple a page in a treasured volume. He

will see that you are displeased without your parading the fact. If you make too much of it, your expression of emotion stimulates the little one to a pitch of excitement that is liable to make him repeat the act that provoked your unusual response.

If the torn book is one that is really unimportant, and you try to impress the naughtiness of his act too strongly on the little fellow, in order to protect the books you do care about, your tone is bound to belie your words, and carry to the culprit the message that you do not mean exactly what you are saying. Remember, he understands tones before he recognizes words. To find out just how much you do mean, of what you are saying, he may quickly tear another page, with daring in his eye and curiosity in his mind.

Simplify the baby's environment. Let him have free contact with the few things that must be about him. There will be little temptation to interfere with his doings if his realm is guiltless of bric-à-brac, an easily attained end so long as he can only creep, since that which he should not have can be kept out of his reach.

Taking thought to reduce the possible occasions for thwarting the baby's will is a good preparation for the teaching of necessary avoidance of actual or potential danger. The baby who is seldom forbidden a thing will be impressed with even a gentle admonition, which is likely to be delivered in a tone that carries conviction of the importance of the matter.

In these days of motor-driven traffic, very little children must be taught that danger lies in the roadways. The mother or nurse who says, "No, no, you mustn't do that," a dozen times an hour, acquires a habit of mechanically throwing out the warning phrase, even in times of danger. Much repetition has robbed the words of their meaning for her; her voice shows this, and the baby is not going to take seriously a message that is thoughtlessly given.

When the child shall have attained the age of walking and must be warned of the danger of automobiles, he will heed the words of his grown-up companion provided he has not been fed on "Don't do that," "No, no, you mustn't do so," and similar injunctions during the months of his creeping explorations.

It is most important to teach a child to avert danger, without arousing fear in connection with the teaching process. Fear must not be allowed to enter the life of an immature human being, if it is humanly possible to prevent it. Its effects are too far-reaching and insidious, dwarfing the emotional and intellectual life of the individual throughout maturity, though the occasion of the fear has been long forgotten.

To teach a little one that danger is present, and show him the need of guarding against harm, without arousing fear, one must take care that one's teaching is free from emotional stress. In this way the immediate aim of protecting the baby from danger is more successfully met than if one had allowed him to become frightened, for the person who is terrified in the presence of danger finds it hard to use his wits or move his legs. Paralyzed by fear, he remains rooted to the spot where the impending danger must descend upon him, or in a panic he runs hither and thither, crossing and recrossing the path of danger.

Fortunately the baby is largely hedged in from harmful fear experiences by his ignorance

of the dangers which may beset him. Supervision that protects him from physical injury will usually ward off the coming of fear. The baby is most liable to experience fear by seeing it depicted in the countenance, and hearing it in the voice of a nervously excitable adult.

The creeping baby can be taught that excessive heat is unpleasant, by being allowed to touch a radiator that is warm enough to give slight pain to his sensitive skin, when he grasps the heated pipe for a moment or two. This excites no fear, merely a strong desire to avoid a repetition of the experience.

After a few trials he will be careful to keep away from that radiator, and soon from all radiators, while at a still later time he will learn that radiators are not always hot and will henceforth touch one very gently and quickly if in doubt as to its temperature.

Such a process of education will give meaning to the word *hot* so that the baby will gladly keep away from stoves and fires when told they are hot. Indeed, the word *hot* is likely to be one of the first adjectives to gain a foothold in the baby's vocabulary.

Until he can learn to avoid its danger, a baby is kept away from fires, but he literally grows up from infancy encircled by safety-pins. It is indeed possible to dress him without using a pin, but it is by no means common. Because he sees pins so constantly, yet is not permitted to touch them or play with them, he is extremely anxious to get hold of a pin, to handle it and try to do with it as his nurse does.

Occasionally it does happen that a safety-pin comes undone, and Baby manages to pull it out of his clothing. He makes the most of his long-sought opportunity to play with the shining bit of metal, and perhaps ends by swallowing it, wide open.

If he is given one of his safety-pins to play with, once in a while, under the closest supervision, they will cease to have for him the fascination of the forbidden, and he will quickly learn not to scratch himself with them. If this seems too dangerous, a number of large safety-pins can be fastened together. It is better to watch the baby in a semi-dangerous situation than to have him, unprotected, seek real danger because of the fascination of the forbidden.

This is strikingly true of Baby's tumbles. He may be seriously hurt if he falls headlong down a flight of stairs, or out of a bed or chair. A blow on the head, such as may result from a bad fall, is capable of permanently injuring his brain to a marked degree.

What, then, are we to do? Shall we never let the baby clamber about? On the contrary, let him climb and scramble as much as he likes; but at the beginning of each new undertaking, be on the spot to prevent his injuring himself. This policy requires self-control and agility in the guardian.

Of course Baby wants to creep upstairs. It is much easier to go up than to come down safely. Let him go, but stand or sit just below him as unconcerned as may be, alert for his slightest misstep or loss of balance. Even when he does get into difficulty, do not be too willing to give assistance, although you must be always ready to give it instantly when really needed.

If he must try to regain the position from which he has slid, he will become skilled in maneuvering to recover his upright posture. He may need encouragement at times, rather

than actual physical aid. He will find that certain ventures are unwise, since it is almost or quite impossible for him to extricate himself from their resultant tangles. For instance, he soon sees that he must go forward to the top, once he has started, resting at times, but never sitting down or starting back down the stairs, for if he does these things he is liable to sprawl full length along one of the treads, unable to pull himself up because of its narrowness.

When he has mastered the art of ascending a staircase, he will begin to play variations on this theme, until he is ready to try the complementary feat of descending. Even then, his ambitions in this direction are not satisfied until he is able to walk up and down the stairs just as the grown-ups do.

This whole process of robbing the stairs of their danger extends over many months — perhaps over a year, beginning in the middle of the creeping period, and ending long after walking has become a matter of routine — but it is a period of decreasing danger, as the little mountaineer learns to manage his body in an ever greater number of difficult situations.

Since the baby is not run after, shouted at, or exclaimed over whenever he attempts to climb the stairs, his natural desire to penetrate new fields is not accentuated by its reception. He does not race for the stairs at every opportunity, nor climb them by stealth. If the busy mother wishes to make sure of her little one's whereabouts, she will call to him, and judge by the direction of his voice whether he is on the stairs, needing her attention, for he is free to answer her since he is doing no forbidden thing.

Letting the baby do what he wishes, while unostentatiously watching to see that he does not harm himself, is the keynote of a positive programme for developing initiative and self-reliance in young people. By giving opportunity for the exercise of judgment, this safeguarded freedom enables youngsters to build up powers of decision based on personal experience with the physical world about them. The immediate value of this policy in dealing with very little people may not be apparent to the casual observer; but in ten or twelve years the beneficial results will draw forth surprised comment from the most hardened child-scorner.

If his childhood training has allowed him to use his own judgment constantly instead of forcing him to bend in blind obedience to the authority of years and strength, the developing adolescent who feels the urge of a tremendous desire for independence can blaze for himself new trails, satisfying his craving for self-sufficiency, with the least possible risk of sinking into the morass of pig-headedness or hurtling down over the precipice of supposed romance.

It is not possible to imagine the extent to which a baby who is less than a year old can decide things for himself, until one becomes imbued with the principle of education in its literal sense. In helping the baby to lead forth his own possibilities, and unfold his growing powers, one soon learns to try to look at things from the baby's point of view.

When the tiny pivot of the household is presented with a silver spoon, engraved "John," every one chuckles to see his absorption in the tissue paper and soft cotton wrappings, while the spoon itself lies unnoticed. But let the setting be changed. Some busy morning, the creeping baby is discovered with

a soft fluff of dirt in his fingers. He is exploring its nature as he examined the crackly tissue paper or the matted cotton packed with his silver spoon. If now he is told that he must not handle the dirt, the matter is indeed summarily disposed of, and Mother's time is saved for such enormously important things as the ironing of little Johnny's best rompers, the making of Daddy's favorite dessert for supper, or perchance an afternoon game of bridge.

In reality there are few mornings so full of essential undertakings as to prevent Mother's taking a few minutes off to see that Johnny has a chance to learn something of the qualities of soft, fluffy dirt without putting it into his mouth or sucking his fingers afterward, until Mother has carefully washed them. It is well enough to try to keep floors so clean that Johnny will not encounter dirt there; but if he does, why must it be whisked out of his sight just as it has captivated his attention?

If a baby is watched while he examines the bits of thread, buttons, and oddments which he finds lying about, he can satisfy his curiosity in regard to these inevitable seg-

ments of his environment. Then, when he comes upon some dangerously small object when nobody is looking, he is not likely to snatch it quickly and stuff it into his mouth, as he would probably do if that were his only chance to investigate it.

It is natural for any parent to exult in the arrival of such spectacular matters as the first tooth, the baby's first creeping, sitting up alone, and finally walking and talking. But let it be firmly held in mind that these are but the peaks of the less perceptible day-by-day climbing upward from infancy. It is the steady, gradual ascent that matters. Whether the projecting peaks that arrest adult attention occur early or late is of comparatively little importance. They are incidents, and appear as such when the long climb from babyhood to manhood is viewed in its entirety.

The parent who wants his baby to keep pace in his development with some neighbor's child will perhaps find it easier to sit quietly by watching his own baby without trying to goad him onward if he realizes that any day his child may forge ahead of the other by

achievement in certain lines. Precocity in any case is not a thing to be sought.

The mother who carts her baby about as if he were an inanimate lump of prettiness, hustling him here, there, and everywhere — downtown, uptown, and around amongst the neighbors — is overstimulating him, so that he may become a nervous child and a sickly adult. Could the effect of her policy appear at once, she would surely change her course.

As it is, the gap between cause and effect is so wide that no connection is likely to be seen even by the most conscientiously anxious parent. A nervous, high-strung woman often repeats in the bringing-up of her child the very sequence of overstimulated babyhood, delicacy of health in childhood, and adult frailty which occurred in her own life-history.

"Children who talk readily should not be stimulated too much."¹ Generally speaking, babies must be zealously guarded from contact with new and exciting experiences; for no matter how carefully they are protected, they spend their waking hours in a changing panorama of things that compel their atten-

¹ Dennett, R. H.: *The Healthy Baby*, p. 6.

tion. The only baby who needs stimulation is the one who is noticeably backward in development, but he should be brought up in the care of a specialist, since his handicap may be either physical or mental, and curable or incurable.

Intelligent parents occasionally ask whether they should spank a baby to make him stop crying, at nap-times or during the night. The answer to this is positively and without exception, "No." Spanking is not conducive to the coming of sleep. The baby does not need to be punished for not being sleepy. The cause of his sleeplessness needs to be sought.

It may seem as if he is determined not to sleep, and therefore he is considered naughty and is spanked. Now, wanting to stay awake and respond to the stimuli provided by one's environment is not naughty; it is an essential characteristic of living beings.

We are prone to think a baby is naughty when he inadvertently interferes with our plans. If we were thinking only of his good, we should not be tempted to spank him to get him to sleep. But we are thinking of our own convenience. It does not suit us to be kept

awake at night, and so if we are very drastic in avenging affronts to the dignity of our personal routine, we jump up and spank the baby who suffers from insomnia. Sleepless, perhaps from overfatigue, the baby is still further tired and excited by the spanking, so that it is harder than ever for him to sleep.

CHAPTER III

THE PERIOD OF ACHIEVEMENT

ONE YEAR TO TWO YEARS

"LET the children do as they like, as long as they do not hurt themselves or make any one else uncomfortable," said a wise mother. Measuring things up by this standard helps one to get the perspective that will allow young lives to develop broadly. Frills and fancies drop away, bringing into prominence the important goal of helping a new personality get its bearings.

What do we want for our children? Success? A purposeful life? The ability to think through a problem, unbiased by the say-so of those around them? A capacity for happiness, and the gift of creating happiness in others? Then let us not handicap them by stressing trivialities during their tenderest years, when the children are most impressionable, and we play the largest part we are ever destined to play in their lives.

Most of us, judging by the injunctions we

lay upon our children, are anxious to have them obedient, tidy, and polite. Once upon a time, the adjective *quiet* would have been necessary in that sentence. Fortunately we no longer expect our little ones to be "seen and not heard," as in the days of Rollo, when children were taught to speak seldom in the presence of their elders.

Let us put these qualities of obedience, tidiness, and politeness in their proper place in the scale of values in life. Indeed they scarcely merit the title *qualities*, so humble is their nature. We include them in the training of our dogs; shall we harass our children for years in futile efforts to teach them what our canine pets learn in as many weeks?

How far will obedience, tidiness, politeness carry a man or a woman in the competitive life of to-day? To be sure, they are pleasant adjuncts to anybody's equipment. But if there is no gasoline, the water-tank empty, the chauffeur ignorant, no amount of cleaning and oiling will make the wheels go round.

Obedience is usually considered most important in the training of the young. The most conscientious as well as the most selfish

parents insist on obedience, if they are able to insist on anything. Yet who would put obedience first among desirable manly or womanly qualities? Obedience helps to make an ideal soldier, an excellent maid-of-all-work. But if our children are to be soldiers and housemaids, they can quickly train for their chosen vocations when they reach maturity. They will be happier, more wholesome persons if their childhood has been open to larger ideals; they will even be better soldiers and housemaids, for their morale will be of a higher type.

In fact, all these childish virtues are most easily instilled the moment we allow them to become the by-products of live issues. If we are able to maintain a happy, thoughtful home, our children will reflect the consideration and copy the courtesy about them. Johnny and Mary will breathe politeness. Their lips may not shed glib phrases. "Pretty well, thank you," and "If you please" may be unintelligible formulæ to them, but their heartfelt kindness and desire to put strangers at their ease will express their true politeness.

Have you not writhed when forced to hear

a big man or a mature woman actually scold a youngster in the effort to extort from him some wordy compliment? Finally the little fellow mumbles the parrot-politeness in double-quick time when for an instant his parent's attention is distracted, so that Jimmy is able to emerge semi-victorious from the contest, by retorting "I said it" to the renewed exhortations of his tormentor.

If one really cares to hear a little child say "Thank you" and "If you please," or any other formal phrase, one can most easily gain one's end by watching one's own manners. If one never takes anything away from the baby without really asking the baby's permission, with "May I please have it?" or "Please give it to me," and waiting until the baby is willing to relinquish his hold on the object, then the little one knows the magic of "Please" and will use the word himself on occasion without being taught. The same thing is true of "Thank you," though it will be longer before the baby will use this phrase, since it is not a means to an end like "Please."

A love of cleanliness will result much more easily from a pleasant emphasis on the de-

sired state than from reproving or punishing the child for being dirty. The baby's first way of keeping himself clean is by keeping himself dry. The books on the physical care of babies tell mothers how to help their babies establish habits of cleanliness in this respect. When the child of a year or more does by chance wet himself, he should not be called, "Naughty, naughty." The discomfort of being wet makes him try to be less negligent in the future; but the excitement of being scolded would overshadow this discomfort, and fix his attention on the extraordinary reaction he had called forth in his nurse. He would then be led to repeat the experience in order to satisfy his love of power.

Any form of punishment would be much worse than the scolding, as it is so much more impressive that it would rivet the child's attention to the episode in a way that would make it very difficult for him ever to break entirely away from the infantile habit.

If the little one receives more attention when he keeps himself dry than when he wets, he will do his utmost to win the applause that crowns his successful efforts. When he falls

from grace, he is aware of that fact without its being emphasized. If, with the best treatment, the habit persists, a physician should be consulted.

When the little baby, not yet a year old, tries to put away his toys, let him taste to the full the joys of being praised for well-doing. Take the time to make much of him. Call the other members of the family. Exclaim over the wonderful thing he has done. Clap your hands whole-heartedly, as indeed you will want to do when you realize that he is on the highway to a real love of tidiness.

Soon you will not have to pick up his toys for him. In time you may not even have to suggest his putting them away. At first you will have to give much praise for feeble attempts, and even guide the baby somewhat in the way of suggesting that he make the desired efforts. But as his endeavors meet with greater success, he will care less for your admiration, since he is repaid by his own consciousness of having done what he tried to do.

Herein lies the secret of a positive training for children. Applaud those doings which you

would encourage; ignore those which you disapprove. You will notice that many people pursue the direct opposite of this course. They pay no attention to the child's good behavior, but a great deal to his misdemeanors. If you are still more observant, you will catch yourself, times without number, on the point of making this mistake yourself.

Naturally, when all goes well our attention is not focused on the details of a process; but let there come a hitch of any sort, and we instantly attend keenly to that part of the process in which the trouble occurred. Who ever thinks of his health until he loses it? A "good baby" is a joyful companion; but when he does that which we think he should not do our responsibility for his future welfare descends heavily upon us and we attempt to "discipline" him.

Let us remember that Baby's attention is caught, even as our own, by the extraordinary happening. He does what he is expected to do. Nothing unusual takes place. He pulls Mother's hair and pounds and slaps her, out of sheer excess of animal spirits, or in a clumsy attempt to fondle and romp with her, as

Daddy romps with him. "No, no; naughty," says Mother. She frowns, and her voice is very different from usual. Baby's attention is fastened to the experience. He is far more likely to repeat the behavior that excited Mother than if she had paid no attention, or quietly said, "Don't do that," and gently substituted some other activity.

Real obedience, the kind you can depend on in your absence or in the face of temptation, is best secured by allowing the child as much freedom as possible, requiring conformity only in those few matters which you believe really important, and explaining the reasons for your requests whenever that is possible. In this way, the child is not antagonized by your demands, but gradually gets your point of view, and sees how you would like to have him act in the different situations that arise. In time he is able to build up for himself a standard of conduct that is founded on his own personal convictions.

The rock on which the parent is most liable to founder in trying to steer his child into the course of obedience is indecision. Uncertain of what he wants, the parent gives a hasty

command, regrets it, and takes it back if the child protests against it. Soon the child has been taught to tease for what he wants, and grumble at what he dislikes. If, from the very first, teasing and grumbling bring no advantage to the child, they will quickly be given up.

Independence, perseverance, thoughtfulness, these are some of the baby traits that will solidify into advantageous adult characteristics if we do not interfere too much. Baby's most exquisite delight seems to be in doing things for himself. He likes to get the wash-cloth and wash his little face and perhaps even his hands. If he is not prevented, he will wash Mother's face too, and the bathtub, the floor, chairs, wall, his toys, everything that comes his way.

Perhaps he does not like to have his face washed. That will not affect the keenness of his enjoyment in the doing of it himself. Some time when he sees a bowl of water and finds a cloth he may start taking a sponge bath in his clothes. Explain to him his error and help him to get his clothes off. Do not scold. He will not make the mistake again.

It really is not so much fun and does not feel quite the way he thought it would when he began. It would indeed be confusing to be told one was "naughty," when one had only tried to do what Mother does for one every day.

When the little baby first sits in his high-chair, he is old enough to begin turning his love of independence to account by learning to feed himself. At first we are apt to think he wants to play with his cup of milk or the spoon in his porridge. But in this case it is very easy to see that play is preparation for an imitation of adult activities.

Let the wee one play a little every meal-time with his cup, his bowl, and spoon. Yes, he will spill some milk and cereal, no matter how carefully we watch him. But the time we spend in wiping up the linoleum under his chair will be time well spent, for in a few days or weeks he will be feeding himself with amazing neatness.

Most babies toward the end of their bottle-fed careers feed themselves very well from the bottle. They tip their bottles at just the right angle so that the milk flows freely. The

transition from this feat to that of managing a cup is less difficult for the baby to achieve than for the parent to imagine.

Baby still grasps things very tightly, reminding one of the way he clutched one's finger when he was a tiny infant. Children of three or even four often have difficulty in drinking from a well-filled cup, but they try to hold the cup by its handle; Baby takes it as if it were a bottle. There is little chance of his dropping the cup.

One little ten-months-old baby was being fed by his older sister, when it occurred simultaneously to the two mites that Baby ought to be able to hold the glass tumbler which was being used, since it looked so much like the bottle from which he had been feeding himself a few weeks before. At just that moment the tumbler was empty, as it happened, but Baby seized it and tipped it up to his lips.

Next day he was offered the glass full of milk. He clutched the tumbler so tightly in his short fingers that every chubby finger whitened at the tip. The glass was given to him at just the right angle for drinking. All

went well until he had drunk every drop that could be drained from the glass held at that angle. Then he continued trying to drink, with no result. After several seconds' fruitless efforts, he quickly tipped the glass. Milk flooded him. It filled eyes, ears, nose, and deluged the rest of his small person. He was rescued as speedily as possible, without comment. At dinner-time he was again given a glass of milk. This time, he managed the tip very satisfactorily, though with something of a jerk. Never again did he overdo that tip. For weeks, when he drank he pressed the glass so tightly against his forehead, that it made a red mark for a few minutes after every meal.

Eating with a spoon was more difficult of accomplishment until the baby attained the estate of eating such solid foods as ordinarily thick cereal or mashed potatoes. Then he managed to make the trip with his spoon from plate to mouth, carrying a tiny speck of food, but spilling nothing. The process of eating was long-drawn-out, as Baby could not engineer more than a sixteenth of a spoonful at a time. By degrees the quantity he could carry without spilling increased, until at

fourteen months he was feeding himself with spoon as well as cup, easily and with as much dispatch as one could wish. There came a time when he gloried in heaping the spoon as high as it could be heaped, stretching his mouth like a baby robin to get the mountain of food in; but that was only a passing phase, after which he settled down to eating in the manner of his older companions.

This, of course, saved many hours for those who would otherwise have had to feed the baby. More important was the turning of Baby's energy into lines that would bring him satisfaction while always leaving room for further improvement. A baby that feeds himself is apt to be happy at meal-times, for he is engrossed in a delightful occupation. He is much less likely to be fussy about his food than if he were fed by an older person. The more opportunity children have to do things for themselves, the happier they will be.

When we see a child of six or seven give himself up to the task in hand, self-imposed though it be, we are apt to exclaim, "What application! That child will certainly make a success of whatever he undertakes in life."

We rejoice to see him carry out his plans, in the face of what would seem to be discouraging obstacles. We are thrilled to see him hard at work for hours in a determined attempt to make a cart, or build a brush hut, making up in concentration, energy, and perseverance what he lacks in knowledge, skill, and materials.

What training has brought this about? What sort of education will help a child to gain this power of prolonged absorption in an undertaking? Why do so many children scatter their energies in all directions, take up one project after another, only to abandon them all as soon as minor difficulties arise, or when the novelty wears off? Our wonderings do not even confine themselves to children, for we call to mind one adult after another, perhaps including ourselves, who might well copy the sustained concentration of this six-year-old.

The next time we have to do with a little one, who is nearer one than two years old, our questionings will have an opportunity to answer themselves. The busy mite storms one grown-up citadel after another, coming

back after every rebuff more determined than before.

He plays the piano. We think it our duty to remonstrate. He is twice as eager to play it. We remove him. He wriggles from our grasp and runs back to the piano. We take him, kicking and screaming, from the room. We remember that he is very fond of some brightly colored pictures upstairs. By the time he is up there, looking at them, he is happy again. But when he catches sight of the piano hours later, the whole performance is scheduled for a repetition.

This happens not once, but many times, ending probably with a conditional surrender on our part. We come to the conclusion that when Year-and-a-Half's hands are clean, he may play the piano. Further, we decide to see to it that his hands get a speedy washing whenever the piano attracts his attention. For Year-and-a-Half's singleness of purpose surpasses our own, when it is a question of the affairs of his small world.

We see that we do not have to scheme and plot to call forth and nurture the powers of concentration and persistence in our children.

All we need to do is to withhold our hands from crushing the first tendrils that push their way forth from the child's nature into the glaring light of the outside world. When the little one engages in enterprises that tax his strength and skill, let us be sparing with our prohibitions. If we must forbid his doing what he wants to do, let us keep in mind the value of determined opposition to obstacles, and refrain from calling the child "naughty" just because he tries and tries again to do the thing he has set out to do.

If we would have thoughtful young people, we must try to efface ourselves as much as possible from the baby's experimentations with the physical world about him. When the baby begins to climb about in dangerous places, we must not run with great commotion to prevent his risking life and limb. When we do that, he sees that we are excited and may become infected with our fear, although knowing no cause for it. Rather we should calmly take up a position where we can prevent his getting a bad tumble, and unobtrusively watch him, that we may give help if it is really needed.

If we do not intervene whenever there is a possibility that Baby may be about to get into danger, he will soon learn to recognize the presence of danger, and will know what it means to be careful. He is then better protected from danger than if we had prevented his running risks, for he must, of course, learn to go about alone, sometime. Moreover, he knows what to expect if physical factors are not interfered with when he is in a dilemma.

If he tries to climb down off a chair or sofa, and finds he cannot reach the floor, he will be disinclined to attempt the experiment again, without first getting help. But if he was rescued before he realized the difficulty of his position, he was not allowed to benefit from his experience. When he struts about on the window-seat, it may seem at first glance as if he would crash to the floor at any moment. However, he does not like the sensation of being about to fall, and will be careful when he finds out that beyond a certain point lies danger.

Let the land of unknown, forbidden things be as small as possible, and the realm of

investigated, and accepted or rejected, things as all-embracing as may be. The larger the child's fund of first-hand knowledge, the more facts he can marshal in drawing conclusions in regard to strange occurrences, the better able is he to judge for himself. The only incentive he needs is freedom from having the judgment of others continually forced upon him. By using his own judgment, he becomes able to judge more wisely, and consequently better able to face life alone when he reaches maturity.

It is a very common practice amongst people who are taking care of small children to distort the relationship of events, in the effort to get implicit obedience. Little Mary runs in the wet grass. "No, no, don't go there. You'll get your feet wet." Mary comes back to the sidewalk, but in a few minutes she has forgotten and is running into the long grass after her ball. She stumbles and falls. Nurse says, "There, now you see what happens when you don't do as I say." Mary may accept Nurse's explanation of her fall at the time, but sooner or later she will learn better.

Then when she has established to her own

satisfaction the truth that there is no connection between her ignoring Nurse's injunction and getting a tumble, she will push this principle further and think that when Nurse tells her not to run out into the road alone, lest she get hurt, Nurse does not know what she is talking about. Mary may make the venture, with dangerous results. At any rate, she has learned at an early age that one of the grown-ups whom she imitates does not always tell the truth.

A wholesome childhood is the best insurance any parents can take out for their baby's future. Over this part of the child's life they have more control than they will have over any later period. At least until the child enters school, his parents are unrivaled in their importance in his life.

The child of eighteen months often copies the most trivial actions of those about him, and is supremely happy when doing what he has seen his elders do. The toothless baby sees Daddy pick up an apple and bite into it. Baby makes a valiant attempt to force his soft jaws into the hard apple that was given him for a plaything.

An eight months' baby will pick up a shred of cotton such as Mother uses to clean his ears, and will patiently try to wrap it around a toothpick, as he has seen Mother do all the days of his life. Although he meets with no success, he enjoys making the attempt again and again. Indeed, when he is able to get about on the floor, Mother will have to stop using the toothpick, and vow that if she were beginning again she would use a pledget of cotton from the first, without any toothpick, because she sees Baby picking up any toothpick he finds lying about, and poking it into his ears, in a bungling effort to copy what Mother has been doing.

When the walking baby finds a shoe-horn, he sticks it into an adult's shoe, and tries to pull it on — perhaps succeeds. If he sees his own spoons between meals, they interest him only mildly, but let him find a full-sized spoon such as the grown-ups use, and he will put it into his mouth every time.

Whenever Baby gets hold of Daddy's shaving-brush, he quickly smears his face with the lather, and undoubtedly if he could get his hands on the razor he would make a disastrous

attempt to shave. He goes to the sideboard many times a day, and gets the doilies and napkins Mother uses when she sets the table. With a beaming face he sits down and spreads a napkin over his lap; or he strews the doilies over the chairs until he is tall enough to stretch on tiptoe and put them on the dining-table.

He would rather push his own carriage than ride in it. If he cannot make it go, he tries to raise the brake with his foot, surprising his elders with this fresh proof of the closeness of his observation. He sees his father pushing the wheelbarrow. Unable to budge it when he tries to make it go, the little fellow concludes that the brake is on, and hunts about with his foot, that he may release it as he has seen other folks do to the one on his carriage.

These are, indeed, trivial actions, but they point out an important fact. Nothing we do escapes the vigilant eye of the baby. He may not appear interested. We may think he is not looking. The chances are, if he is in sight he sees, marks, and inwardly digests our slightest act. Try it and see. Having recorded our doings, the baby's next concern is to find a

favorable opportunity to enact the performance he has so scrupulously observed. The interval between the impression he receives, and his expression of his version of it, may be long. Some things he can give back to us immediately. To rehearse other actions he must wait until he can get at the necessary apparatus. In this case we may never know whose action he is copying.

We are apt to say a baby looks bright when he is sparkling with merriment. Experience shows that when his face lacks animation he may be most thoughtful. Suddenly he may say or do something that shows he has been intensely concerned with what has been going on around him.

It is easy to see to what practical use Baby's love of imitating can be put. If we are careful not to do in his presence the things we do not want him to do, the problem of discipline is greatly curtailed. Of course there are some things we have to do before the baby which it would be unsafe for him to do. We must cross the street with him, though we would not want him to run across alone, lest an automobile he had not noticed should bear

down on him, its driver not seeing the little fellow.

We may have to strike a match to light the gas or kerosene, or to start a fire on the hearth. Of course we keep the matches out of the baby's reach. But when we see him find a burnt match, and strike it just as we have done, then hold it to the burner to light the kerosene stove, we realize just how carefully he has been watching us. He is not deterred by his failure to get a light; perhaps he thinks he does not follow our procedure exactly enough, and hopes to do better next time. Be that as it may, he is always at it when he can lay hands on a discarded match. This makes us watch ourselves to see that we never throw paper into the open fire when Baby is around, for if we do he will surely do that, too.

The baby will copy an older child's habit of finger-biting, even though he himself had given up any such habit long ago; he will also mirror his playfellow's perpetual cheerfulness, and will keep his voice sweet in spite of tumbles or thwarted desires, if this is the type of behavior he sees in those about him.

The outbursts of temper displayed in the

baby's presence impress him deeply. He is plainly shocked, and frightened, as indeed he is by any emotional excess; but later under the appropriate stimuli he is likely to indulge in just such an orgy of rage as that which was enacted before him. Lacking the occasion for giving way to passion, he may even simulate anger, in order to experience the excitement of clenching his fists, gritting his teeth, and making his arms and head tremble with the intensity of his muscular contraction, all with an eye on the effect of this performance on his audience.

Imitation cannot be so powerful an agent of evil in the baby's life without bearing within itself the kernel of far more important helpful influences. We do not need to be worried over our inability to avoid every minutest suggestion that might harm the developing personality, if we realize that our baby will copy our best selves as well as our worst.

When we enter whole-heartedly upon a positive programme of translating into actual everyday practice our interpretation of the values of life, we help him to envisage the orderly beauty of the universe, in small. As

we play our daily rôle with dignity, its petty details lose their triviality and become concrete expressions of our deepest strivings.

We waste no time in bewailing the adversity of fate when the fire inopportunately goes out. Baby is quick to see that something has happened which bothers us, and notes that we merely set about correcting it, without registering emotional concern. Many repetitions of different versions of this episode make up a portion of the routine of our days. The baby learns his lesson well, and reproduces it in kind, from day to day.

At another time, Baby wantonly overturns his plate, and makes somebody unnecessary work at the end of a hard day, cleaning up the spilled food. He cannot see why the cleaning-up process is less than sheer joy, as it would be for him. By the tone, or facial expression of the person he has annoyed, he finds that in some way he has made trouble. The worker does not scold the baby; she is sorry for him when she perceives that he has unwittingly hindered her, with the best intentions in the world. Pitying his ignorance, she says "Poor baby," and is kind to him, patting him on the

head. Several days later, she hears her very tone reproduced, when Baby says to his most loved dolly, "Po' Doh-wee," and pats the poor dolly. On another occasion he pats his nurse on the head with tenderest hands, saying in the sweetest voice of comfort, "Po' Nannie. Po' Nannie."

Mother is woefully disappointed because Daddy does not appear at the expected hour after his day's work. But she says only, "Never mind; he'll be here pretty soon." Some time afterward, she is swept with happiness to hear her little baby, denied the coveted permission to get up when he has just started his nap-time rest, saying with a mixture of resignation and hopefulness, "Pitty soon," then settle quietly down in bed.

Mother and Daddy are unfailingly courteous to every human being with whom they come in contact, and genuinely kind to animals. Baby tries to be gentle in his treatment of Kitty, and partially hides his aversion to strangers.

The baby's behavior reflects the equability he finds in his associates. Saved the nervous stress of emotional ups and downs, he de-

velops wholesome control in his affective life.

Aside from his instinctive development, a baby must learn chiefly from seeing others do things. Successful imitation of the doings of those about him brings the little one keen delight. If his companions read much, the child of eighteen months may beg for a "boo-ooh" and sit poring over its printed pages, unrelieved by pictures, with more delight than he shows in playing with his newest toy. As he enters adult life, it may be found that he has copied and retained the very gestures and facial expressions of one of the members of the household in which he grew up.

Often a man of middle age finds some of the most satisfying pleasures of his life in the doing of the things he used, as a little chap, to watch his father doing. Was the father fond of gardening? Under adverse conditions the son manages to till a little plot, and follows as closely as possible the planting scheme of his father. When he successfully raises the vegetables and flowers that flourished in his father's garden, he reaps an emotional satisfaction akin to that of the small boy who dons his father's hat and parades through the house

brandishing a cane. Curiosity and ambition urge the gardener to try out new and unusual plants, so he does not merely attempt to duplicate the work of his father. His adult joy in carrying out the activities of his father is clear to the son himself, when he finds that every time he walks through his beloved garden at the end of the day, or before breakfast he is reminded of his father's delight in the same careful inspection of the garden at the beginning and end of the day.

If you would fellowship with your growing son or daughter, do not fail your little child when he makes demands upon your time. Always accept Baby's invitation to "Sit down" on the floor beside him to share his engrossing experiences if you possibly can. Do not force him to learn that Mamma and Daddy are too busy to enter into his pursuits, though immediately afterward they may seem to him to give freely of their time to the chance caller or an older member of the household.

You will find, when you try to carry out this programme of imbuing your child with the conviction that you consider him at least as important as your servants or your casual

acquaintances, that you are facing a far less formidable undertaking than would appear at first glance. Baby's attention turns quickly from one experience to another. Almost as soon as you are seated by his side, looking at his book with him, he will jump up and give you his brief command to "Det up" likewise.

Moreover, he will be content to wait for you if you explain that you are busy just now, but will come "in a minute." Indeed, when you really cannot obey the baby's behest, he will not take it to heart, if that is the exception rather than the rule. Take time to play with your baby. Do not hire people to do that for you; hire them to do something else that will save your time so that you can give it to your children. To be sure, you can hire more hours of baby-care for a dollar than you can hire of any other kind of work; but do not cheat your baby and yourself by short-sighted economy. Cheap help is seldom worth more than you pay for it. If you pay some one ten cents an hour for taking care of your baby, you are liable to get ten cents' worth of intelligence and thoughtfulness, and no more.

CHAPTER IV

THE PERIOD OF CONTACTS

TWO YEARS TO THREE YEARS

"PITTY tat," says the little one. "Pitty tat," say we. And the "pretty cat" stretches and climbs down from his soft cushion. "Pitty tat," says Baby again, and he would probably go on saying "Pitty tat" until he was gray-headed, if he did not sooner or later come in contact with some one who said "Pretty cat." He learns to speak by hearing us speak, and watching our lips as we speak. We are eager to have him talk, but we are so overjoyed with his only partially successful attempts that we repeat his incorrect speech, and may even cease using the proper form of the words in his vocabulary when we speak with him.

When we try to learn a foreign language, we have a hard enough time; we would scarcely thank our teacher if he copied our mistakes, and let us hear only our failures, without even telling us they were not right. If we called *aux bijoux*, "owks bejowks," and from that

time forth our teacher pronounced the phrase as we did, we should, of course, suppose that we had spoken it correctly. We might even be very proud of our French, but we should be in for an embarrassing moment sometime in the future when we tried to display our skill before a critical audience. Surely our baby deserves the consideration our foreign language teacher shows us. The baby has plenty of obstacles in his path without our throwing in more, in well-meaning thoughtlessness.

Now if never before we are forced to realize that disciplinary problems lie ahead of us unless we enter upon a programme that will ward them off. Our two-year-old child is strong enough to be capable of carrying out his plans, without our help, often in the face of our disapproval. The novelty of his having attained the age of independent action begins to pall. He is losing the first charm of his baby ways, and is perhaps getting a bit "raw-boned" and lanky as he shoots up. We begin to think of him, it may be, as something of a trial, a handicap instead of the unbelievable treasure we found him when he was more helpless.

At this stage of comparative self-sufficiency in the young, the parental instinct of animals weakens, and their offspring are summarily taught to shift for themselves, then pushed out of the home for good. In human families, the original parental instinct matures into an enduring affection, that makes permanent the relationship between parent and child, no matter how many younger children may enter the family circle.

This is the transition period from the short era, during which mere instinct ensured our taking sufficient interest in the welfare of our children, to the era covering the remainder of our lives, when our attitude toward our children is governed increasingly by our emotional and intellectual equipment and training. We will do well to stop and consider the principles to which we intend to adhere, henceforth.

The stand we take now is likely to affect our whole future course, for we shall fall into habits of thinking and acting with reference to certain classes of problems. If, later, we try to break away from our habitual behavior because we have come to see that it is unwise or even harmful, we are held back not only

by the chains of habit, but by the reactions of our child. He expects from us certain modes of behavior, judging from what has in the past been true, and the very fact that he takes it for granted that we shall act in a certain way makes it very difficult for us to do otherwise.

The Scylla and Charybdis of our channel are overindulgence and repression. These terms are subject to varying interpretation. To one mother overindulgence means letting her children eat all the candy they want, stay up as late as they please, and lord it over the rest of the household. Repression means preventing her children's free activities that are essential to the building-up of character.

Another mother feels that she is repressing her children if she puts them to bed against their wishes, insists on the subordination of their whims to the needs of others, or forbids them any gustatory delight they crave. Overindulgence, to her way of thinking, is represented by the policy of the first mother, who lets her children get their hands and their clothes dirty, is always ready to leave what she is doing to receive their childish confi-

dences or take part in their plannings, and even allows her children to be as noisy as they wish, when they are out of doors at home or in the country.

Why do we side with one of these mothers against the other? In all probability we take one side or the other because we naturally tend either to carry out with our children the policy of our own parents in handling us when we were small, or we try to maintain the direct opposite of that policy.

Judging by the findings of science, what programme works harm in the lives of children? Just where does indulgence part ways with freedom? At what point does wise control pass over into morbid repression? No cut-and-dried answers can be given to these questions. Each parent must study his own child, know the child's nature, and strive to keep pace with his development.

Every problem must be decided on its own merits. What would be repression for one child might be indulgence for another. That which yesterday represented indulgence for a certain child is to-day no more than the freedom to which he has an inalienable right.

To-morrow, under different circumstances, it is conceivable that it might again bespeak indulgence.

To use a homely illustration, two pieces of chocolate candy might be more than one six-year-old child could eat with impunity; another child of the same age might be able to eat more than two pieces. A year later, the first child might have outgrown his susceptibility to sweets; in that case he could be given the candy he used to be denied; but on the morrow, when he has a turkey dinner, and is very excited over the large number of guests who are present, it might be unwise to give him any candy.

Indulgence and repression are relative matters. A definite act cannot in itself be classified under either heading; it represents freedom or indulgence, control or repression, according to the circumstances that called it forth. The total spirit of a home, however, expresses one of these three programmes: indulgence, repression, or controlled freedom.

In order that we may be able to take a reasonable attitude in specific cases, we must study the effect on each child of this or that

course of action, under varying circumstances. In the spirit of the scientist we must cast aside prejudice, and see what is the result of one or another form of procedure in the case at hand.

Psychology tells us that we must be especially careful to allow free outlet to childish emotions, lest, dammed up, they become powerful forces for evil, undermining the subsequent structure of character.

If we wish to lessen the part played by anger or fear in the lives of our little charges, we must prevent the gathering of the storm-clouds that spell trouble, rather than try to avert their danger, once they have accumulated. Instead of waiting until Jimmy is in a towering rage, and then trying to get him to suppress his anger, we should strive to inculcate, by example through our attitude toward our own obstacles, the frame of mind that permits a person to view his own buffetings with some of the equanimity with which he is wont to view those of his neighbor.

Humor is a godsend here. When humor creeps in, anger departs. It is even possible, at the exhibition of Baby's first spasms of rage,

to induce him to join with one in a hearty laugh at his own expense. Once that is done, it will be easier next time, for he tends to act, in a given situation, as he has acted under similar circumstances at another time.

If one fails in one's attempt to call humor to the rescue, the next best thing is to ignore the little one's manifestations of anger. This must not be a pointed ignoring of the exhibition. An ostentatious ignoring of Baby's tantrum is no ignoring at all. It is a pretense, which he will quickly pierce.

One can perhaps best cultivate genuine indifference to the baby's fury by bearing in mind the fact that it is not the expression of emotion, but the nature of the emotion itself, that affects the person harboring it. Real indifference to Baby's screeching and kicking will ensue if one tries to puzzle out the real cause of the disturbance.

Is Baby tired? Often fatigue is at the bottom of his irascibility. Some older person may have been teasing him. Or he may be suffering from some slight illness, without our knowing it. A little later it may be easy to see that he was "under the weather" for

one reason or another. Perhaps he had just been overexcited, and was really tired, though his nervous overactivity concealed his fatigue from unprofessional eyes.

With the cause discovered, it will often be possible to prevent a recurrence of the situation that gave rise to the feeling of anger. If the child does get overtired, one who recognizes the symptoms will abstain from coercion at that time, for a little leniency is better for the child than that he should be provoked to anger. The bursting out of anger on slight pretext may become almost a habit. Surely its coming is greatly facilitated by the number of times it has previously flared up. We hear, indeed, of people who are slow to anger, but who explode terrifically when they do let themselves go; but that is usually because they are in the custom of holding in check their anger rather than refusing to give it house-room. The effort of control adds fuel to the fire which smoulders in silence until it has gained such size that it finally blazes forth in spite of the most vigorous attempt to repress it.

When the baby has fallen and hurt himself,

it is a mistake to try to divert him by getting him to spank the floor, or the toy over which he fell, calling it "Naughty, naughty." This gives him a false idea of the relation between physical facts; it also suggests the common practice of many people who, restrained by prudential reasons from showing their anger to the person who drew it forth, "take it out" on the first unprotected person who comes along. They may also vent on people the anger aroused in them by the contrariness of inanimate objects, such as the refusal of the fire to burn, the unexpected souring of the cream, the state of the weather, the refractoriness of the collar-button.

We all know the man who comes home from his day's work sputtering with rage because he has been unjustly blamed, or hindered in his work, by some one on whom he could not retaliate. He does not like to appear before his family in the rôle of a weakling injured by his superiors, so he does not assuage his feelings by relating his tale of woe, but involuntarily bursts out on the least provocation, and pours forth on one of his loved ones the flood of anger that has been dammed up within him.

The business man who leaves home in the morning angry with his wife, who seemed to be getting the better of the argument, relieves his feelings by blazing away at his stenographer. The wife, furious at the treatment she has received at the hands of her social rival, scolds her children angrily for any little misdemeanor or thoughtlessness.

It is common knowledge to-day that it is indefensible to extort obedience from children by raising in their minds a fearsome bogey. But we must go further than this, and see to it that fear gets no foothold in the lives of our children, if we would safeguard the free unfolding of their complete personalities.

The failures, the chronically unhappy people, are often suffering from fear experiences in early childhood. Even normally efficient, happy people often show the marks of early childhood impressions of fear.

To prevent fear from entering a child's life is a very different matter from forcing the child to pass through fearsome situations without showing terror. That is exactly the sort of treatment that may brand the life ineradicably with fear or its derivatives, such

as lack of confidence, chronic anxiety, morbid dreads.

One of the commonest errors is to make a child go alone through the dark or half-lit hall and up the shadowy stairs on the way to bed. The child is compelled to traverse territory which for him is peopled with fears. He must not hasten his trembling feet; if he does, he may even be forced to go back over the whole terrifying course. His mind is glued to the awful fears his perfervid imagination has conjured up. An environment that would lose its power of fear-suggestion, were the child encouraged and befriended in his journeys through it, becomes reinforced in its power to awaken fear by each successive experience of poignant fear it calls forth.

An ordinarily intelligent, well-educated woman living in an Eastern suburban community recently chid her two-and-a-half-year-old daughter for handling some of the appliances displayed in a local store, by saying, "Don't do that or the man will put you in the cellar."

A child should never be punished by being shut in a closet, nor should he be threatened

with any punishment that would be productive of fear. "All right; if you won't be good, I shall leave you here alone," is all too often heard, when a child misbehaves while with his nurse or mother in a strange place.

The child of two or three does not usually mind the dark, if he has been brought up by people who are not excessively timid. When he mixes much with other children, and has an opportunity to listen to the ordinary conversation of grown-ups, he receives vague suggestions of fear. It is a little hard for him to interpret these fear-suggestions in terms of his own experience, for thus far he has known chiefly the fear of falling, and fear occasioned by unexpected or extraordinary sights and sounds.

Gradually, however, he pieces together this bit of fear-conception and that fantastic figment of the imagination until he carries about with him a grotesque conglomeration of exaggerated or distorted mental pictures, which lurk in the background of his mind, ready to jump out and people the dark corners that may lie along his way.

Some children will seek the company of

their terrifying creations in order that they may become used to them, test their strength, and force themselves to be brave. One little girl was frequently told by her negro nurse that, if she did not stand quietly while Mammy combed out the tangles in her hair at bed-time, Blue Lizzie would pull her hair in the night. Although she had been introduced by Mammy to a number of weird "hant" personalities, some good and some bad, this particular little girl was more curious than afraid. Many times she went to bed with snarly locks, that she might find out whether "Blue Lizzie" really would come.

Curiosity in children lays the foundation for later intellectual vitality. If children are not discouraged in their childish search for knowledge, of all sorts and kinds, they will be likely to enter upon their school life with eager minds, whose keenness is not easily lost. It is important that children be allowed to manipulate objects that attract them, in order to find out all they can about the properties of the materials about them.

It is quite possible to watch the children during their investigations, so that they do

not spill the ink, ruin Mother's new hat, or injure the kitten seriously. By handling things that demand special treatment, they learn to be careful, and are less likely to have an accident when they do get a chance to put their hands on something that was supposed to be out of their reach.

Where there is interest, the process of learning is shortened to an amazing degree. We find our children naturally interested in the world about them as they come in contact with it. It is for us to educate, rather than to quench their interest. By taking thought, and a little time, while they are on the first stretch of the long road to maturity, we can set their feet on what may well be a royal road to learning, for obstacles melt away before the zest of the curious child.

This demands on our part forbearance, rather than any great expenditure of time and energy. We do not have to answer the children's questions exhaustively. Indeed, at the very first, their demands consist in, "What that?" "Want to see," "Give me," and such simple requests. When we lose patience because a two-year-old repeats his

"What that?" a score of times, we may find on closer observation that he is asking us the same question in regard to a single object because he is trying to memorize our answer. If we continue to answer him in the same phrase each time, or in simpler terms than we happened to use the first time, he may finally respond to our formula by repeating it verbatim, or by awkwardly pronouncing the essential word in it. Then he is satisfied, and ceases his monotonous catechizing.

Adults, as well as older children, show a strong tendency to take things away from little children, refuse to give them the objects that attract their attention, and forbid them freedom in activity, without cause. Watch yourself and see how true this is. Perhaps you will see it more readily if you watch somebody else in his dealings with children.

"No, no, don't make that noise," says Big Sister, when two-year-old Mary is warbling forth her joy in life. "Be quiet, that's a good girl." Now, why in the name of all that is gleeful should a two-year-old be quiet? So long as she does not scream or shout, she is being as civilized as it is good for her to be.

Even the shouting should be provided for, where it will not bother anybody. Happy the country child who can get out of doors and make as much noise as he likes!

"Put that back; you mustn't have that," says Uncle Tom, rescuing from the little one a stupid old book that nobody cares anything about, anyway. Uncle Tom himself, in different mood, may occasionally be seen slamming the book about unceremoniously. If Baby were permitted to have the book, she would soon learn to handle it carefully, provided she does not see Uncle Tom doing otherwise. Uncle Tom would feel well repaid for watching his little niece with the book when he saw his own studious attitudes copied with evident delight by the baby.

The psychologists tell us that it is very human to seek self-aggrandizement by trying to increase the distance between one's self and those who are younger. This is the secret of a part of the eternal clash between Youth and Age. When Youth bursts forth as the Rebellious Adolescent, Maturity girds up its loins for the last round of a desperate struggle. With this dramatic conflict we are all familiar;

we do not so quickly recognize the germs of the same elemental strife in the relations of older people to the toddling child.

As long as a baby remains in the helpless stage, he entwines our affections about his tiny fingers, and basks in our devoted solicitude. But just as soon as he begins to do things for himself, he encounters opposition even from us who love him most. We are afraid he will hurt himself, make us extra work, or smash our precious gew-gaws. When in doubt, we say "No," from habit, or to be on the safe side. He might do some harm to something in some unforeseen way.

In reality we are trying to keep him a baby. We do not want him to grow up, and encroach upon our adult estate. We say he is "losing his cunning baby ways." Mothers often openly bewail the fact that their babies are growing up. Fathers seem not to feel this clear-cut desire to keep a baby forever a baby; but their policy of adult repression toward the upward-groping tendencies of the little one is often more harsh than is that of the mother.

When a two-year-old meets a child of three, the two children size each other up, and

decide who is to be king-pin. Usually the older child takes this position. The younger child then assumes a look of utter helplessness and willingness to obey. His mother's heart aches to see this strange expression of awed surrender come over her baby's face; but if she is wise she will not interfere, for she knows that her child must cast aside his swaddling clothes and stand forth in the world alone. The sooner he does this, the less harshly will the world treat him, and the more quickly will his elastic spirits rebound from their crushing.

The three-year-old, although ordinarily very shy, may lay a hand on the toddler's beloved doll-carriage, and the toddler will look crestfallen and step aside, instead of saying, "No, no, don't," as he would to even the tallest member of his own family. If he steps to the foot of the carriage and tries to help his older playmate by guiding or pulling the carriage, the three-year-old steps briskly over to him and removes his hand.

Two Years, pain struggling with submission in his countenance, goes into the garden to show Three Years a pretty flower. "Don't

walk in the garden," shrills Three Years. Baffled, but desirous of pleasing, little Two Years points out a piece of tiling that he considers an object of interest. "Don't touch that; it's greasy," commands Three Years. Two Years stands listless, hands at his sides, awaiting orders. Now that he is well broken in, his captain shows a friendly interest in him, always provided he keeps his hands off his own doll-carriage; and the two converse together as fluently as Two Years' vocabulary will permit.

When Two Years meets Two Years, the strife is more equal. The one at whose home the meeting takes place has the advantage of being at ease in an environment with whose resources he is familiar. Each one has certain superiorities over the other. One may be unusually muscular; the other, perhaps, extraordinarily persevering. Each child determines to have his own way in regard to those things that especially please him.

One decides that he must have the red ball, not the gray one. The other gives up the red ball every time that demand is made of him, and contents himself with the gray one; but

when both want to pull the express cart, the little one who gave up the red ball sees to it that he is the only one who gets a chance at the cart.

The expressions of victor and vanquished print themselves on the faces of the little people, as first one and then the other takes the rôle of submission. Both are being educated apace for the give-and-take of life.

One of the first stumbling-blocks in the path of parents who try to bring up their children in the light of modern science is the handling of flagrant disobedience. Before the parent has time to think out the particular problem facing him, he is required to make some sort of decision, and take his stand on this side or that.

The child of two years or less flatly refuses to accede to what seems to the parent to be a perfectly legitimate request. Confronted by this unexpected situation, the parent loses sight of the principle of avoiding such mediæval methods as physical punishment, a principle he has stoutly defended in theory for years, it may be. Disconnected fragments, dropped from the lips of more experienced

parents, float through his head: "Don't let your child get away from you"; "Take him in hand while there is yet time"; "When you tell a child to do a thing, see that he does it"; "Don't let the child get the upper hand."

Fearful of that bogey of conscientious parents, the "spoiled child," the flustered parent may seize his child's hand and slap it. Supposing this to be a new game, the child may laugh and look up at his parent expecting to see him laughing, too. This is apt to throw the worried parent off his high horse, and make him realize that his child can understand and will be impressed by a gentle reprimand more than by any corporal punishment.

However, some months later, the parent may really lose patience with the willfulness of his child; and this time he strikes the little one's hand hard enough to cause intense pain. The baby is hurt, looks at his hand and rubs it, but shows that he thinks this to have been some sort of accident; he does not suppose his parent hurt him intentionally, nor does he connect the pain in any way with his misdemeanor, which has been crowded completely

out of his mind by this sudden experience of sharp pain.

Now the thoughtful parent is likely to relinquish for good his unpremeditated experimentation with corporal punishment in dealing with the little human being in his care. He thinks twice before he issues a command to the little one; having issued it, he may have to help the child to carry it out. Perhaps he will remove the child bodily from the scene of temptation, explaining meanwhile the reason for the command.

Even though it does not seem to the parent possible that so tiny a child can understand such an explanation as, "You mustn't have that; it isn't good for babies; wait until you are a little older," the baby often likes to answer in kind. Feeling very grown-up, he says in a judicial tone, "I see," and runs off, contented.

The more opportunity a child has to do things for himself, the less often will he seek independence through disobedience. If the child whose life is most minutely circumscribed were not to burst forth spontaneously and tear asunder the bonds that hem him

in, we should think him lacking in essential vitality.

This matter of obedience is not an affair of life and death that hinges on one trifling occasion. Obedience, to be fundamental, must be of the spirit and not of the letter merely. Build up a community of interest, an understanding on the part of the child of your point of view, sympathy with your aims. Then the child can act in accordance with your desires, whether you are present or not, instead of merely doing this or that isolated thing at the moment that you request it.

When you are working for such a far-reaching result as this, the question whether Baby will or will not "mind" you at any definite time loses its overwhelming significance. What you want is to evoke within him a strong desire to please you. This represents his highest morality, since your judgment is the final authority for him. Do not let yourself become trivial. It is hard enough for the little chap to get at the meaning behind our "Dos" and "Don'ts" without our stickling on minor points.

A child of two and a half delighted in carry-

ing about from one room to another the smallest-sized tins of soups and vegetables that were brought by the grocer. Every one in the family enjoyed watching her fun. But the youngster did a bit of exploring, and found that if she pulled off the paper covering, the cans underneath were beautifully shiny like silver.

"No," said Mother; "don't do that." Baby went right ahead. "No. Don't do that. We won't be able to tell what's in the tins." Baby paid no attention. "Please don't do that, Ellen." Baby was adamant, and the tin stood forth resplendent from its darkling wrapper. Then little Ellen brought the pretty tin to Mother, and said contritely, "Sorry, Mamma."

The rest of the tins were whisked out of sight, Baby Ellen happily helping. Mother felt chagrined at being worsted in the contest of wills, but could not see that obedience for its own sake was worth a second thought; and finally felt that, since Baby did not like to displease the powers that be, matters were not so bad as they might seem.

In order that child-training be positive

rather than negative, punishment must be kept in a subordinate position. When punishment does seem to be imperative, let it be rational. If the child has ignored the wishes of his companions, let him feel that he has momentarily alienated himself from them. This must be accomplished differently with different children, but it must never be overdone, lest they become permanently sulky or hostile. It is a very delicate matter to determine when a child does feel that he has fallen from the good graces of his group, for disposition and training make one child much more sensitive than another, while many of the most sensitive children try to conceal their feelings under a mask of jollity or callousness.

If one is not to be deterred from using physical punishment on his children, let him at least refrain from punishing in anger, avoid excess, and above all things administer spankings or slappings, beatings or whippings only on the hands, arms, and lower legs, lest he do that which is farthest from his purpose — stimulate a perverted erotic reaction which may seriously hinder normal emotional development.

A minimum of punishment in the child's life aids the erection of a standard of truthfulness. A child is more likely, other things being equal, to build up a habit of truth-telling, if he has no immediate reason to fear the consequences of his confessions.

We all know that we must be scrupulously truthful if we would inculcate a love of truth in our children. But we do not always extend this truthfulness so far as to knock down age-old customs. The pretty myth of Santa Claus has caused many a child real worry when its authenticity was called into question by a playmate, and a temporarily broken heart when the myth was finally exploded for him.

It would make some parents give serious thought to this matter if they could hear their child stoutly maintaining to his adversary, "'Course there's a Santa. My mother says so." When he is forced to give up faith in the personality of Santa Claus, he has to realize that his parents told him something they knew to be untrue.

Jolly old Santa is so merry and generous, we do not like to think of a child's growing up without him; hence we are apt to cling to the

tale even though we have to stifle qualms of conscience to do so. But the child may have just as happy an acquaintance with Santa without thinking of him as a concrete embodiment. The youngster will enjoy dressing up as Santa, or knowing that Daddy is pretending to be Santa, with puffy cheeks, white beard, and all the rest of it.

The mask is an effective illusory device. Even though we know who is behind it, we cannot help feeling a little queer when it confronts us. This is even more true of the child. He often begs us to drop an assumed voice or unnatural facial expression because it makes him feel strange. He will be as happily thrilled with a Santa that he knows to be really his own Daddy or big brother, as if he simply thought Santa a new person.

Instead of letting the grown-ups have all the fun of hiding, planning, surprising, it is well to give the children a chance to take the active part on Christmas Eve as soon as they are old enough.

CHAPTER V

THE PERIOD OF SELF-DISCIPLINE

THREE YEARS TO SIX YEARS

THE child is now out of the secluded home nest. He runs about alone, and spends much of his time with other children who represent the viewpoints of different families. The older children with whom he comes in contact influence him greatly. He tries to do what they do, even though it is at variance with his home teachings.

Our neighbor, the mother of four children who have not yet reached adolescence, tells us every time we see her that children are a source of constant work and worry until they are three years old; then you begin to enjoy them. While we cannot agree with her about not enjoying children under three years, we do recognize the third year as marking the stepping forth of the child into a new independence.

The three-year-old gives freer rein to his personality. His life is characterized by ex-

pression rather than by impression. He no longer leads so vegetative an existence. If conditions are not to his liking, he sets about changing them. He rebels against the domination of his older brothers and sisters.

Children of about this age begin to find that Mother is not the all-powerful being they had supposed. Father looms larger than heretofore on their horizon. Mother's sun has not yet set, but Father's is in the ascendancy.

This is all part of the growing-up process. We should not try to have it otherwise. Many mothers try to satisfy every want expressed by their children. They say they want their children to know that Mother will never fail them. They feel that only so can they be sure of having their children as they grow up look to them for advice and help. These mothers fail to see that it is better for the children to be self-reliant. By making the little ones lean on them, they are crippling the children in a way that will later make it almost impossible for the boys and girls to grapple successfully with life.

Such children become helpless, lop-sided men and women if they go through the years

of adolescence without severing their dependence on their mothers. It is easier for these mothers to release their children from an affection that might become stifling, if the mothers make up their minds now that they prefer to have a small life-interest in the career of a son or daughter whose personality is allowed to flower into well-rounded maturity, rather than to absorb the major part of the emotional outpouring of an undeveloped, inefficient son or daughter.

The unduly solicitous mother is recognizable by her leave-takings of her child, when it is necessary for her to be absent from him for a few hours or days. She expects the child to be broken-hearted, and the child usually responds by thinking he is. The mother prolongs her "Good-bye's," with many endearments calculated to make the little one feel his dependence on her.

She just cannot bear to tear herself away, she is so sure he will dissolve in tears the moment her back is turned. She may even make several false starts, coming back "to see how he is taking it." After all the suggestion to which she has exposed him, he is probably

taking it as badly as in her inmost heart she hoped he was. But no sooner is she really gone, than Johnny begins to recover. He tries to howl, but cannot put his whole heart into it. If he is left to himself, the storm soon subsides, and he is fairly happy again.

A different type of mother will make every good-bye a casual affair, or will invest it with a jollity in which each side vies with the other in well-wishing. In this case the child is spared much needless suffering. He is lonesome enough without having his mother's departure surrounded with a sentimentality that intensifies his loneliness. The person who is left behind to take care of the youngster also has a much easier time of it. A habit of making the best of things is being built up in the child, while the other mother was training her child to magnify and give way to grief on small occasions.

In a two-room homestead built over a hundred years ago in what has since proved to be an out-of-the-way corner of an isolated hamlet in northern Maine, lives a jolly little three-year-old girl who shakes her golden curls and sings, "Good old ki-ki, good old

ki-ki," when the school-teacher enters the door. In the early morning, the little girl wakes up with a song on her lips, something she has heard on a neighbor's phonograph, or copied from her daddy's fiddling. No bump is hard enough to make her cry for more than a moment, no childish misfortune dreadful enough to make her scowl. She just laughs and fixes things as best she can. There is not much to play with, and there are plenty of other children in the family, older and younger, to make life exacting; but this child is always sweet-tempered and generous.

In a city far away lives a boy of just the same age. He has only one brother, younger than he. The family circumstances spell affluence compared to those of the little country girl. But the little boy's sunny good-nature frequently gives way to a disagreeable whining, for no apparent reason. The situation clears up when we find that the boy's mother conceals beneath a pleasant exterior a consuming dissatisfaction with life. In the sanctity of her home, she vents her underlying discontent in frequent whining.

Small children often fall into habits of

being fussy about their food. When this happens it is easy for the parent to feel that in such an emergency anything that might break up the habit must be tried out. The most important thing is not to let the little one see that he is occasioning any concern to those who take care of him. Liking to occupy the center of the stage, he would keep up as long as he could the fastidiousness that was so disconcerting to his elders.

It will not hurt the child to miss a meal, or eat only a small quantity of food for a day or so, at the end of which time he may be ready to come back with a hearty appetite to the food that is set before him. See that he is not served too large portions of food, as that in itself is enough to discourage any one. Serve the food attractively, and rack your brains to give him variety; but do not substitute one food for another when he rejects it.

Perhaps another member of the family is fussy about his food. In that case, the little one is just copying an example that has impressed him. Expect the youngster to eat without difficulty. In any event, do not talk about his not eating, in his presence. That would perpetuate the habit.

One should never discuss children in their presence, unless to emphasize some good point. Said the mother of a three-year-old, who stood at the woman's side, "Bertha is terribly hard to take care of. She seems to get worse every six months. I don't know what I shall do." Bertha looked intent. Her mother went on to relate one of Bertha's escapades, emphasizing her own inability to cope with it.

Bertha would scarcely be human if she did not glory in her power to nonplus a being so much bigger and stronger than herself. By speaking of the child's intractability before the little girl, the mother did the most that could be done to entrench Bertha in her habitual defiance. It happened that this little girl was very quiet and shy when away from her mother.

In helping our child to form habits that will be of advantage to him, we will save ourselves much trouble, and the child much nervous strain, if we call psychology to our aid, and relate the desired activity to the child's interests, so that it will represent something of value for him right now. The habit that is laid through mere repetition arouses irritation

in the child, and develops more slowly than does the habit which the child sees to be useful. What we must do is to awaken in the child an appetite for the activity we wish to make habitual.

When a child is told fairy tales, do not let him confuse them with fact. Some children prefer stories that are more closely related to real life. In these cases, the children can be led to exercise their imaginative faculty by being given stories of travel or history, in which the circumstances are very different from those of the children's lives.

One has to be careful that people who are with the child, even as chance visitors, do not give him vivid fear experiences through dramatic narrations of local accidents. The city child is often terrified by the sound of the fire-engine rushing at night through the streets. Never laugh at a child's fears, lest he keep them to himself thereafter, and in so doing suffer more deeply and permanently from them.

Electric storms are often provocative of fear in children, if they are with timid people during a storm, or if they hear tales of the

freaks and damage wrought by lightning. Throughout life, such fears if excessive may trouble the person who came under their sway in childhood. They are most easily eradicated at the start, by giving the child a sense of companionship during the thunderstorm, and removing his attention from his fears to the grandeur and beauty of the display.

If you would keep faith with a child, do not destroy his handiwork. The four-year-old will give you wondrous drawings or contraptions of one sort or another that he has produced. He has put into his work the utmost of which he is capable. If you take him seriously, you will want to keep his work, at least until he can do so much better that he wants to destroy the earlier production. It really does not take much space to keep all his papers, carts, and guns in the storage closet where you pack your so-important old clothes and books.

How one little girl did lose confidence in human nature when she found that as soon as she went out to play, all the stitches she had so carefully put into the darning of the family stockings were callously pulled out.

The child of three or four may begin to ask questions about the origin of life. "This is the high-chair I used when I was a baby," said Mother. "Where was I then?" queried Nathan, just turned four.

Do not try to put the child off; by so doing you shroud in mystery this important matter, which it is every child's right to understand clearly. The less willingly you discuss anything with a child, the more significant does it become for him. If you would keep his interest from becoming fixed on a subject, meet him halfway in his attempt to understand it.

Be thankful that he has asked you, and not some hired person or playmate. Answer his questions in the simplest terms, evading no issue. His continued questions will show you how far to go. Leave none of his questions unanswered, but do not answer any question at great length. Let him feel that you are always ready to share your knowledge with him.

Later, perhaps a year or more later, he will come back for more information. Right on up through the years of adolescence, he will come to you occasionally with a new question, or a desire for new light on an old one, until he

year-old the relative value of things important and unimportant must have been pretty well jumbled up by such a reaction on the part of his mother to a trivial incident.

The mother who cannot see above the hole in her little boy's stocking is capable of degenerating into the mother who subordinates homekeeping to housekeeping. Punctuality and formality at meals overshadow the physical needs of the members of her household; immaculate floors and perpetually tidy rooms crowd out her boys' playmates, as they do not enjoy being constantly reminded of the dust on their shoes and the clutter that accompanies their fun. The grown-up son of one such woman speaks of his mother as having "spent her life trying to keep her kitchen stove blacker than any one else's in town."

This extreme love of precision in one's surroundings is what we often call "old-maidishness," but it is found occasionally in married "old maids" and in men. One who finds himself possessed with it would do well to cease regarding his mania for neatness as a virtue and attempt to stamp it out, if he or she has much to do with young people.

A young person who is always proper, over-precise and fussy, is a sad-looking spectacle. Unless he chance to fall into better hands, he is on the way to becoming a neurotic individual. Usually there are enough normal people in a household to offset the influence of the over-scrupulous one, but occasionally a dyed-in-the-wool "old maid" who lives alone adopts a helpless little girl-child. The result is harrowing to the normal-mindedness of the community, unless the little girl is of a strong enough character to be able to withstand the unwholesome pressure exerted upon her.

We are all familiar with the woman who teaches her children to be dishonest, without realizing what she is doing, when she bids them "make themselves small" in order to travel free on the trains or electrics, when they have passed the age limit for free conveyance. In subtler ways many of us show our children that we have two codes of action, one for public display, and one for the privacy of our homes.

We treat the stranger within our gates with exaggerated courtesy, and when the doors have closed upon him, we thank Heaven that we

are not as he, and proceed to pull to pieces his character, even his manners. Far commoner than this double-faced attitude is our habitual punctiliousness in trying to keep up to the standard of life we have adopted, while we are in the public eye, coupled with the most flagrant backsliding when we are not observed by outsiders.

Most striking of all is the action of those who think anything is good enough for children. One devoted mother, a well-to-do woman who spent most of her time with her little children, was entertaining a score of her neighbors one afternoon. Her charming little daughters helped her serve tea. When the four-year-old spilled a plate of cookies over the carpet on which every one had been walking, the mother said, "Never mind. You and Sister may have those, and if you like you may find the boys and give them some, too."

By the time a strong-willed child is three or four years old, many a parent is ready to admit that the youngster is too much for him. Occasionally this child is the youngest of three or four, all the rest of whom are easy-going, peace-loving individuals. The parents

are nonplussed. The régime that worked so well with the older children does not work at all with this one.

Perhaps the black sheep is fiery-tempered; he may be given to fits of obstinacy; or he may simply be "into everything all the time." At first the parents did not take his troublesomeness very seriously, thinking he would grow out of it. On the contrary, he has become more firmly embedded in his reactionary course. Now his elders feel very strongly that something must be done about it. Probably they try punishment of different sorts, with no improvement, and then lapse into a policy of half-hearted severity, quickly given up when the child shows opposition.

The troublesome child often is the one that amounts to most in the world. Said a very wise German teacher in a large city high school: "It is the troublesome pupils that I hear of in after years. They are the ones that make good and reach the top notch. The very exuberance of energy that makes them difficult to handle in school provides the motive power that carries them through to success in later life."

The parents of a strong-willed child need to exercise patience and judgment. They must not attempt to "break the child's will"; it is his greatest asset. By winning his sympathy they will help him to build up a standard of conduct that will enable him to play an effective part in life.

Empty threats are bad for any child. It is well to avoid the practice of threatening a child, for often circumstances arise which alter the significance of a forbidden act, and make it unwise to administer the promised punishment. Moreover, it is better not to teach a child to act in a certain way because by so doing he avoids a set punishment.

He needs to be led to act thus and so, because he sees that it is a wise or kind way to act. Punishment must be pushed into the background, if not entirely done away with. His acts should bring their own natural result, to a reasonable degree.

If a child breaks his playthings, he goes without. They are not replaced by new ones, and he will receive fewer new toys, next birthday or Christmas, than if he had been careful with what he had. If he is too "bossy" with

his playmates, they will shun him, or "take it out of him."

A man who is now a great-grandfather likes to tell of his experience in "disciplining" his four sons. He could not profit by what he had learned in dealing with the older boys, when it came to the youngest one, the only one, by the way, who has climbed high in the world of business. Once, just once, this man tried to whip his fourth son. The little fellow was only four years old, but his will was stronger than the father's. The man whipped until he was frightened. Not a sound could he make the little boy utter. Thereafter, the father never had recourse to punishment in dealing with this boy.

When the boy had become a man and had occasion to "take in hand" his own son, he had the same experience his father had had with him thirty years before. The little fellow of the second generation, by a policy of non-resistance, compelled his father to give up the use of force as a disciplinary measure.

Some men do grow up with the idea that they owe their success in life to the floggings they received, as boys. "It took a whipping a

month to keep me in condition," said one of these men, a professor in one of our leading universities, "and I intend to do as well by my boys." He did, but somehow the boys did not respond to the treatment as he had expected.

One of them, a lad of artistic temperament, conceived the idea of absenting himself from home as the most efficacious way of making his father sorry for the way he had treated him. When at length the seven-year-old was discovered and brought home, the father had decided that probably this boy inherited "from the other side of the family," since he did not thrive on whippings.

The younger boy still received the monthly whipping, until the family physician had to tell the father that he was overexciting an already sensitive boy with results that would be physically disastrous. Now, this particular father is willing to admit that it is possible that he and his brother Bill succeeded in life in spite of their boyhood punishments, rather than because of them.

Some twenty years ago a wealthy man of good education, who stood high in his pro-

fession, undertook to help his little son gain an entry into the world of letters. Day after day they labored together. But the boy's proclivities lay in other directions. And the man was temperamental. So it happened that when the boy made a mistake, which was rather often, the father would slap him.

The outcome of this was that when the boy stood up to read in the highest grade of the private school he attended before going to "prep" school, he could only stutter and stammer and blush. He had learned to master the contents of books, but he could never read aloud with any pleasure to himself or his hearers. Now that he has graduated from one of the finest colleges in the land, he still has to avoid any attempt to read aloud in the presence of any one whom he thinks hostile or critical.

In order to bring up children to have some regard for the proprieties of life, without threatening, cajoling, or punishing them, we must concentrate on the big things, and let the little things take care of themselves. "Never be trivial" may well be our watchword. The moment we begin to put on the thumbscrews, and try to force acquiescence to

our petty demands in every minutest part of a child's life, that moment we shall see the child's energy bursting forth in some troublesome activity.

First, let us see to it that the child has a chance to run and jump and dig and build. If he cannot do these things freely, he will have to devise more ingenious methods for giving play to the powers developing within him.

A four-year-old girl had to be kept penned up on the piazza because the landlord was converting the yard into two double garages. The little girl watched the men building the garages, then took the material at hand and started to do likewise. With most inadequate tools she succeeded in gouging out from the side of the house a dozen pieces of stucco. This she fashioned into a rude building of her own. One more landlord has joined the ranks of those who refuse to accept tenants with children.

A boy of four had just one question to ask about the new house to which his family was about to move: "Can I dig?" At the family's last dwelling-place he had done just a very little digging beside the hedge. The landlady,

who lived upstairs, had witnessed his work, and cut short his operations by planting bulbs in the one tiny spot where it had been possible for him to dig. Now that the little fellow can dig to his heart's content, at the new house, he is very much happier and consequently more even-tempered.

Free out-of-door life is so important a factor in the development of a child's personality that every parent should be willing to make considerable personal sacrifice in order to live where his children can have at least a yard to play in.

The city child is limited in his opportunity for achievement through construction, worked out by himself. He must depend largely on commercialized or institutionalized forms of self-expression and recreation. The city is built for adults. It makes little provision for the needs of children.

Do not make the mistake of attempting to drive home a lesson that has already made a painfully strong impression. This applies to children of any age, but it is easier to see its absurdity in the case of small children.

The process of "rubbing in" an unpleasant

truth which the child, left to himself, could not escape if he would, is liable to erase the impression made on the child by his unpleasant experience, for it arouses an emotion of resentment which crowds out the feeling of contrition that enveloped him.

Instead of seeing clearly his fault, and vowing to avoid it in the future, he is placed on the defensive, for he feels that he has been unjustly treated. He tries to set himself right in the eyes of his critic, by refuting the statements which seem to him exaggerated.

The other day in the basement of a crowded department store, a six-year-old boy came tumbling head first down a short flight of stairs. Every one caught his breath. The boy barely escaped striking his head against the iron railing. A general sigh of relief was heaved. But the mother only yanked the boy roughly by the hand, and said, crossly, "Now will you be careful, and watch where you're going, or won't you?"

The obstinate child must be treated with consideration. Often he regrets the fit of obstinacy in which he is enveloped, once he has drawn himself into it, but he feels em-

barrassed about throwing it off. As soon as the attention of his group is diverted from him, he is very likely to crawl forth from his shell.

It is well also to distract his attention from himself, if possible. His sense of ego has swollen up and filled his horizon until he cannot move without fearing that he will endanger his sense of prestige. Once his fascinated gaze is led away from himself, other interests lead him back to his customary lines of conduct.

It may be necessary to command him to go through the form of his usual procedure. He will then satisfy his perverted desire for distinction by clinging to the knowledge that he has not "given in"; he is merely carrying on mechanical activities to please a more powerful being. In a few minutes the activity itself will probably engage his interest, and he will be his happy self again.

It is unwise to send this type of child to his room "until he is ready to be good again." He will never so far admit that he has not been good, as to reappear of his own volition. If his company is not pleasant, he may well be sent out of the room for a few minutes, but the

period of his ostracization must be ended by the person who sent him, not left to his own discretion, or he would stay away all day, and then come only when commanded to do so.

Never meet a child's anger with anger, unless you would add fuel to his rage and ensure its recurrence. Do not mete out to a child extreme punishment. If you cannot handle a child with mild methods, seek the advice of an expert, by going with your child to one of the modern Habit Clinics, or by consulting a specialist in Mental Hygiene.

A ten-year-old boy in a large Western city had never spoken a word. The parents consulted a specialist on speech difficulties, supposing the boy to have a speech defect. The specialist found the boy's vocal organs to be normal. Probing the boy's life-history to discover the cause of his speechlessness, the doctor learned that the boy's father, an intelligent and well-educated man, had whipped the boy very severely from early babyhood for trifling offenses, such as crying when the father wanted to sleep. In order to facilitate the boy's mastery of speech, and of the common school subjects from which he had

been debarred, the doctor had to forbid the father's having anything to do with the little chap for the time being. Within a few months the boy learned to speak and was able to enter the public schools.

The type of punishment that society has to depend upon for control of its members is the kind of punishment that is wise also for the child. This is the culprit's feeling that he is out of harmony with his group — in the case of the child, his parents — and that the fault must be his, for the group is clearly just. Fellowship alone can make effective this programme of control.

CHAPTER VI

THE PERIOD OF SCHOOL ADVENTURE

SIX YEARS TO TEN YEARS

By the time a child is six he is probably launched in his school career, but this does not mean that he no longer presents a problem to his parents. As he grows up, his needs become more clearly defined and he is more insistent on their being filled.

His school life must be offset by a free life in the out of doors. He wants adventure — and he gets it too, in one way or another. If his life provides little opportunity for legitimate adventure, he will satisfy his thirst for dramatic exploits by raiding a neighbor's apple orchard or playing practical jokes on some unsuspecting individual.

In proportion as the little girl's freedom is hampered by her being forbidden the activities of her brother, because she is a girl, she rebels against her femininity and wishes she were a boy, unless she happens to be sedentarily inclined. In either case, she needs to be

allowed to engage in most of the pastimes permitted to her brother.

She is less muscular than he, but her muscles need to be developed, as well as his. Nowadays, a man's work in the world may not call for strong muscles; a woman's always does, for the bringing of healthy children into the world is dependent on physique rather than on mentality or intellectual development.

The parent whose child is about to enter school for the first time feels very deeply that the period of his greatest influence over the child has ended. What he does not see is that this is for the advantage of the child, and that as a matter of fact the child slipped somewhat out from under the parental shackles when he began to have playmates outside the family circle.

It is of the greatest importance to the child's future welfare that he make the transition from home-dependence to group loyalty, and then to self-reliance, without a hitch. This will be more easily accomplished if the parents accept the situation without a struggle.

The home had the first chance at the child,

who will find it almost impossible at any time to sever himself completely from its influence, be that influence good or bad. As the child mingles with his mates on the playground and in the school-room, new points of view compete with the hitherto undisputed sway of his parents. With rare exceptions, the home influence is still far stronger than that of the encroaching outside world. Not until adolescence is reached will the relative positions of the two opposing citadels of authority be reversed, in the majority of cases.

By the time a girl is about six years old, she is likely to transfer her supreme allegiance from her mother to her father. Never again will the mother have so deep an entry into the life of her daughter, once this change has been made. But the mother must try not to retard the switching over of the girl's emotional fixation, as this is an integral step in the maturing of the girl's affections. The father will probably hold sway for three or four years.

A year or so later the same transference will take place in the boy whose emotional development proceeds smoothly. The father's best chance to impress his son's maturing character

is during these years when he receives the deepest affection the boy is to give him.

It is approximately from the boy's eighth to his twelfth year that the father's star looms large in his sky. That man would indeed be penny-wise, and pound-foolish, who was so anxious to succeed in business, in order to be able to do well by his child in later years, that he failed to give his little son the comradeship the growing boy needs.

The importance of establishing confidence between parent and child while the doors of the child's heart are still open to parental intimacy makes any investment of time and thought seem worth while. This attempt to build up or strengthen a stabilizing bond between the two generations can be kept from running over into an effort to prolong the infantile craving for intimate response from the parent, by encouraging associations and interests outside the home.

Laughing at a child's sober attempts to cope with life as he finds it is one of the surest ways of making him withdraw within himself and keep his plans and difficulties secret. He reacts to the implied contempt for him and

his undertakings by protecting himself from future exposure to derision. If his clumsy attempts to use new, hard words meet with laughter, he is embarrassed, and becomes loath to experiment with fascinating new words, before his elders. His vocabulary is then limited during just those years when he cares most for words. The feeling of self-consciousness when using unusual words may persist into maturity, even throughout life.

In like manner, the child who voices his deepest convictions, or painfully thought out conclusions, only to find himself discounted because he has fallen short of the accumulated wisdom of the ages, learned parrot-wise by his scoffers, must retreat into the inmost recesses of his own consciousness to pursue his individual thinking in peace. The patronizing adult cannot come nigh, for the child is sensitive and prizes his dignity.

In the middle of the night a perplexed father heard his seven-year-old daughter sobbing in the next room. To his urgent question, "What is the matter?" he could get only "Nothing" for an answer; and had to conclude that the little girl had been having

bad dreams. To-day the daughter, now a woman with children of her own, can recall, nearly as poignantly as she experienced it as a child, the feeling of awed littleness and hopeless detachment inspired in her on that night by her inability to convey to her father the troublesome thoughts which she felt sure he would be able to resolve into manageable ideas. Terrifying as were her thoughts, she could not seek help from an adult, because she despaired of being taken seriously.

Another child of six years, who had never been subjected to ridicule within the family circle because of unusual thoughts or statements, propounded to her parents the theory of the transmigration of souls, which she had worked out for herself, without a suggestion from outside. Her easy candor made the disinterested observer wonder whether this little girl was an exceptionally deep and original thinker, or whether she seemed so because she casually revealed the thoughts most children keep to themselves through fear of derision.

One who enters the child's world with him, and tries to look at things from his point of

view, is refreshed by contact with the child's untaught mind. A bond of sympathy grows between the two, which will help each to be more tolerant of the other, in the coming struggle of the adolescent for independence.

The world of books occupies a large place in the life of civilized man. Even he who reads little benefits from the work of other men, distant lands, and past ages, made permanent and common in print. One who reads wisely broadens his outlook on life and sharpens his ability to make the most of his resources.

But purposeless reading can weaken one's personality by withdrawing one's interest from the give-and-take of actual life to the static sentimentality of fiction. Reading as an incentive to thought and action is one thing: reading as a refuge from the hard facts of life which need to be faced is quite another thing.

When our little children of two or three years begin to show an interest in books, we are overjoyed, and gladly spend part of every day looking at pictures in story-books with them, telling them stories and reading simple things to them. We find that the little ones

are delighted with cumulative tales, such as that of the pig who would not go over the stile. Other stories that have the same element of repetition, Chicken Little, for instance, or The Three Pigs, we eliminate from our repertory because of their emphasis on fear. Red Riding Hood we throw overboard for this reason.

Jingles and rhymes appeal to the small children by reason of their cadence. Mother Goose is especially good, provided we omit the unpleasant verses. Animal stories and stories about children are favorites, but we have to make sure that there is no sadness in the tales. There are many delightful primers to-day, prepared for use in teaching a child to read, which are just right to read to a little one of three or four.

The poems of Stevenson come next. There are many sweet little poems by authors great and small that fit in with the years from three to six. Do not decide that a little tot will not like a certain poem until you have read it to him. Often the very poem or portion of a poem that you were about to discard because it seemed to you too difficult for the child

turns out to be the poem or stanza he enjoys most, and perhaps tries to repeat.

Myths, legends, and fairy-tales have an important mission in helping to arouse the dormant imagination; but they should not be allowed to become the exclusive fare of the hungry child-mind, as their common theme of the overthrow of the strong and powerful by the poor and weak fosters daydreaming. The child of six to twelve years sometimes prefers to read fairy-tales, reveling in the adventures of the weakling or the youngest son, who becomes the prince of the land, rather than to go outdoors and meet his playmates in rough and ready contest. At their hands he might be worsted, while in the book he may identify himself with his chosen hero, and reap the rewards of hazards he has not run.

It is the girl, oftener than the boy, who thus withdraws from the world of hard, everyday facts and seeks refuge in fairy-land. By no means forbid her the books of fairy-tales, but encourage her to play outdoors more, and lead her to interest herself in practical activities, or in imaginative games that approach real life. The world of fancy is a winged horse that must

be tamed with the golden bridle of application to the affairs of life to-day if this Pegasus is to be a useful servant of its young admirer.

To win a child away from indulging only his play of fancy in reading, one must try him out in different directions. Choose simply told, dramatic biography and history, clear and fascinating natural science in terms he can understand with a little help, or colorful stories of travel.

If you are a good listener, the child may like to tell you stories of his own improvisation. Perhaps you will find these so good that you will write them down from his dictation, or urge him to write or typewrite them. He is then playing a more active part in life than if he were to sit like a sponge, drinking in book after book, until he scarcely knows what to do with himself when he cannot read, preferring this passive experience to the hardships and delights of real life.

Some children are at the opposite pole in their early attitude toward books. Occasionally people who grow up surrounded by books, and associating with book-lovers from their earliest years, never care for recreational read-

ing. The parent who finds that his child is not attracted by books need not necessarily assume that the child will never come under their sway. Perhaps the child has not yet happened to come across the kind of reading that appeals to him.

A man who is now an eminent member of the bar never read a book other than those reading books through which he was compelled to wade at school, until as a high school student he had to write a book review. This was the most difficult job he had ever undertaken, though his summer vacations had been filled with hard farm labor.

Driving the rest of the family out of the parlor, he stuffed his ears with cotton, so as not to be disturbed by household sounds, and locked himself into this room, where he sat before the fire until midnight, poring over one of the Oliver Optic books that delighted his friends. For him this was far from pleasure. He was doing a disagreeable task. His family, all great readers, would have been startled indeed could they have foreseen that this boy was to choose a profession in which books play so large a part.

Do not be in a hurry to pour your child into the mould of uniformity. If you catch yourself saying, "Come, put on your hat; you don't want to be the only boy at school without a hat"; or, "No, you must not go barefoot; none of the children on our street do that"; just stop and think how quickly we all become anxious to do what our neighbors are doing, whether or not it is wise for us.

You need not worry lest your child be untouched by a desire to be "like everybody else"; this motive will have such a strong power over him as he approaches adolescence, that it will be hard for him to make the adjustments that would be suitable in his own case.

If his playmates cannot afford rubbers or raincoats, he refuses to wear them lest he be conspicuous. The girl of twelve who sees all the other girls in her group making lavish use of powder, rouge, and lipstick, and wearing silk stockings and dancing slippers to school, is apt to imitate them lest she be ridiculed. A child will carefully learn to mispronounce words he has previously spoken correctly, in order to conform to the prevailing errors of his associates.

We can best protect our children's individuality by respecting their distinctive traits as they arise in babyhood and childhood, and by taking care that we do not lessen their self-confidence. We will avoid having contests of will and trying to humiliate or shame them. Especially will we refrain from administering reproof in public.

If one child shows an aptitude for a certain form of expression, let us say ingenious mechanical experimentation, we will be careful not to let his brothers and sisters feel that they are stupid because they do not shine in the same field, or indeed in any other. Their talents may be maturing more slowly. Especially if they are not strikingly gifted, their personality should not be eaten into by the gnawing consciousness of an inferiority that may be only fancied.

It occasionally happens that the genius is overshadowed in his early development by some more dazzling member of the family group, whose career turns out to be that of a plodder, or of a harrier whose first wind is soon spent, and never succeeded by another.

A girl who is less beautiful than her sister

easily acquires a sense of shyness or offishness on account of her fancied homeliness. Thus handicapped, she may become awkward and shun the society of boys and young men when she has reached the latter part of adolescence, and young womanhood. It may be that her good looks were due to come to fruition at a later period, or that they were of a type too subtle to be appreciated by her family.

Certain it is, that a sense of resentment over supposed lack of prettiness is capable of making any face unattractive. Childhood impressions persist in spite of later experiences, and many a really charming girl is painfully self-conscious all her life because she got the idea, when she was small, that she was plain-faced.

Parents and other relatives must be careful not to speak constantly in praise of one child's appearance, disposition, or ability, lest a sensitive brother or sister interpret the fulsome praise which the other child receives as disparagement of himself. If this happens, the sensitive child is liable to vent his irritation by teasing or bossing the child he believes to be preferred to himself. To keep the balance

even, and save the less attractive child much unhappiness, the parents must find some commendable trait in him, and make much of that.

Some women think they are not doing their duty by their children unless they are constantly admonishing them not to do this or that. "Don't slouch, Harry." "Molly, stop twisting your handkerchief." "John, don't sit on your foot." "Let me straighten your hat, Nina." Whenever her eagle eye falls on one of her offspring, this peculiarly conscientious type of woman shoots one of these bolts, of which she seems to have an endless store at hand. Nagging is an unpleasant word, but the action is more unpleasant than the word.

Overcome a fault in yourself before you set about pestering the child by trying to eradicate it in him. The things that most irritate us in others are often the very things of which we are ourselves guilty. Our continued example counteracts the effect of our premeditated teachings. The families that wage most strenuous war on their children's indiscriminate use of *may* and *can* are the families whose grown-up members have not yet formed

strong habits of the correct use of these words.

It is natural for children to like to make collections of things. They enjoy feeling that they own this or that object, valueless though it may be in the eyes of others. Soon they have gathered together a number of things of one sort or another, in which they take great pride and pleasure. These belongings of the youngsters must be respected by the older members of the family, for they mean as much to the children as will any of the possessions or honors that may come to them in later life. The children whose belongings are not interfered with will find it comparatively easy to leave the possessions of other people alone.

Fighting is usually frowned upon by those who have to do with children, yet it is better to educate children out of fighting by allowing them to fight when it seems to them necessary, while providing other avenues for the energies and desires that lead to physical combat. Fighting to protect the weak is a higher step in the evolution of the child leading from the level of fisticuffs to fighting for a just cause with the weapons of the mind. Girls as well as boys need to be permitted to go through

this fighting phase, instead of side-stepping it, lest they side-step also the later love of a fair struggle.

The precocious child should be watched to ensure all-around development. He may need to have special attention given to his physical needs, as he would perhaps neglect physical exercise, if left to himself. Older people must take care not to make him conceited, as he will then be obnoxious to his playmates, and will be driven in upon himself, so that he becomes one-sided in his interests. He must be neither driven onward nor forced to plod.

Do not speak of illness, major accidents, or any fearful or horror-inspiring event before a child, at least until he is twelve years old; even then let there be no impressiveness of dreadful quality in your tone. Avoid these topics forever, if you can; but at all events remember that the mere age of a child as represented in years does not mean that he can safely hear this or that harmful topic discussed. A child's susceptibility to fear and horror is not measurable definitely in terms of his years.

During the period from three to six years,

or this period from six to ten years, the parent of any child, boy or girl, may expect to have masturbation put in an appearance. The parent may do what he can to ward it off, by allowing free development of the child's wholesome interests, thus providing resources that may crowd out what can be termed a physical introversion. The parent should avoid sending the child to bed as a punishment, and see to it that the youngster is not left much alone.

Let no parent accuse a child of masturbation, lest he suggest it. When he is sure that it does occur, the parent's sole duty is to summon his own wholesomeness of outlook, and speak gently to the child, telling him that he will be happier in the long run if he breaks off this childish habit at its very beginning. There must be no slightest suggestion of fear, no statement of the wrongfulness of the child's act, nor any morbid description of its supposed effects — unless one wishes to terrorize the child into inability ever to wrench himself away from what, left to himself, he would probably have soon given up. If the masturbation does not respond to this treatment, a psychiatrist must be consulted.

The child, from his sixth to his tenth year, is traversing the latter part of his childhood. After this period he must plunge into the stress of adolescence, when his beliefs and disbeliefs, the things he has accepted and those he has refused, his desires and disgusts, hopes and fears, are tossed helter-skelter on the cross-currents that are pouring through his life. What he will cling to in his extremity, and what will remain to him after he has breasted the angry waters, and is floating on the calmer stream beyond, is largely determined by the influences that entered his life in childhood.

The child needs above all things to be happy. He craves affection and stability. No amount of material luxury can make up to him for lack of affection. Affection must not be spasmodic. A moderate love that flows gently on, uninterrupted by outbursts of emotion, is surely best for the child.

He is more upset by any display of anger, extravagant elation, or abject despondency than he is benefited by being the recipient of a violent love. He likes to know what to expect, in the realm of the emotions. He worries lest

yesterday's exhibition of unwarranted fury be repeated to-day, or to-morrow, or the next day. He is concerned over the dejection that his parent flatters himself is concealed from the youngster. The child's gayety makes the older person think it is easy to hide gloominess from a child; in truth the child is abnormally gay in a desperate effort to cheer up the depressed adult.

Even the child whose life is filled with controlled affection finds it hard to be happy. Life is hard as he faces it, keenly sensitive to all it holds of suffering, not alone for himself, but for other people, for animals, and for characters in literature, even for figments of his own imagination. He is loath to speak of his sympathies, perhaps because he has at some time excited derision by bestowing a wealth of tenderness on some inanimate object.

"I love everybody in all the world" was one small boy's habitual proclamation on arising. A girl of seven confided in a trusted adult, "I love to pity things." A ten-year-old happened to be drawn into saying, "If I haven't much time when I am going to school or to the train,

I am so afraid I will be late, that I can scarcely move. Usually I run all the way, just for fun; but when I think I am short of time, I try as hard as I can to run, and I can barely make my legs go. It's awful. It makes me feel sick. But I feel worse when I see somebody else running for a train, than when I am trying to run, myself. I never know how important it is for them to get that train; and I always think it is probably terribly important."

Attempting to insist on implicit obedience from a child just for the sake of "disciplining" him is indeed short-sighted. When it is difficult to give the child the reason for one's request that he do this or that, he will more willingly comply unhesitatingly if this is an exception to the general procedure, since he knows his parents always explain their actions when they can. He is aware that it may be necessary for him to act instantly in this particular case, because of some emergency he does not comprehend; and in that case he may expect an explanation afterwards, or a statement that it is impossible for him to be given any reasons.

If the unusual case is that in which he is

permitted to find out why he must do one thing rather than another, the child sees clearly that he is receiving unnecessarily arbitrary treatment, for which he is liable to retaliate in kind, later on, by doing as he pleases without making any explanation to his bewildered parents.

Often when one answers a child's "Why?" as to the doing of something that seemed on the face of it perfectly reasonable, one discovers that the child has new light to throw on the situation, which completely changes the aspect of the matter.

When we try to make children "stick it out" and endure hard things, for the sake of "strengthening the will," we are apt to succeed only in increasing the strength of an unpleasant complex. Being obliged in childhood to do what is distasteful, without having the attention removed from the hateful act to a satisfactory reason for the doing of it, is capable of making one forever after dislike doing that particular thing, even though adult experience show it to be a good thing to do.

Children who are forced to go to church, or to read the Bible, with no attempt to interest

them in the Bible-reading or the church-going, often become adults who can scarcely force themselves to cross the portals of a church, or to open a copy of the Bible. Others continue the habits formed in childhood, but perform the actions automatically, going to church in the body, but staying at home in the spirit, reading the Bible aloud daily, with delight in the sound of their own voices, but giving little heed to the truths they are announcing.

Many parents who feel that their child is too independent and aggressive are unaware that they are dealing with a child whose dominant characteristics are denied expression on the playground and in the schoolroom. For some reason obscure to the adult, the child feels that he is at a disadvantage compared with his mates. He protects himself from criticism by making himself as inconspicuous as possible whenever he is abroad; at home he compensates for this by letting the pent-up traits have sway.

A child of nine who is in a higher grade than his neighbors of the same age is likely to be made to feel that he is greatly inferior to his

classmates because he is younger than they, or because he has not been so long in this or that grade. It is not easy for the adult to see that such a child may feel seriously handicapped in contact with his schoolmates.

Children must have free time, with opportunity to play as they like with other children. Only so can they try out their ideas of the world, verify this conception, and discard that notion because it is askew. When no direct, central authority is exerted, as in the home, church, and school experience of the child, he is thrown on his own responsibility, must make his own decisions and meet his own problems. Fair play is demanded of him; he is called upon to "be a sport."

In these days of feverish activity, many children have their time so parceled out for them in school, study, music lessons, dancing lessons, swimming lessons, and whatnot, that they run on a schedule so heavy as to leave only the barest odds and ends of time for their own concerns.

It is not our conduct under supervision, or when performing set tasks, that reveals our character, so much as the use we make of our

leisure. One who is under much coercion and repression is in no condition to care for leisure when he does get it, other than as a means of letting off steam. One must have a reasonable amount of free time in order to learn to make good use of it.

CHAPTER VII

THE PERIOD OF STRESS

TEN YEARS TO FOURTEEN YEARS

As the child approaches adolescence, he is doubly sensitive to the opinion of those who make up his group. He cannot bear to be different from those with whom he has cast in his lot. His choice of friends is therefore of the utmost importance. If he feels a sense of inferiority in the company of those with whom he would like to associate, he may retreat largely within himself, or he may seek companions of a lower caliber so that his self-esteem shall not continually be attacked.

This sense of inferiority may be due to home conditions, such as poverty, bad family reputation, or an atmosphere of perpetual warfare between the different members of the family; or it may spring from any physical deformity or weakness. It may have no foundation in fact, but as long as the feeling of inferiority is present it is just as harmful as if it were based on reality.

A small child who is not so well developed physically as his playfellows may catch up with them as he grows older, but it is hard for him to get away from the idea that he is a weakling. He is so accustomed to being inferior in strength to the boys of his own age that it does not occur to him to match his powers with theirs. This is one of the ways in which a child may develop into a bully. Not daring to enter into competition with the boys of his own age, he treats the younger boys as if he were one of them. In the rough and tumble contests which fill their lives his superior skill and strength make him an easy victor whose careless fists deal cruel blows.

The child who finds life too hard or too dreary may seek refuge in the realm of fancy. Books fling wide the gateway into this kingdom of the mind, first opened in early childhood by the insatiable desires of the little one. The lonely child plays with imaginary playmates; she who craves prestige dreams of winning unbounded applause.

A girl of five wishes she were as big and powerful as the twelve-year-old who lives in the corner house, and proceeds to impersonate

the older girl by naming herself Lucy after the admired one, and pinning long pigtails of braided cloth to her short bob. These fanciful pastimes she continues for months, perhaps even clinging permanently to the borrowed name.

When sent into isolation as a punishment, a child is almost forced to mitigate his imprisonment by picturing himself in more pleasing circumstances. Often he will pretend that the tables are turned, and he is administering punishment to the person who exiled him.

The child must find some means of self-expression that satisfies his urge to create, or to excel. This will provide him with the stepping stones that will lead him out of the morass of daydreaming before he is inextricably sunk into it. If not carried too far, daydreaming provides a safe outlet for one whose task is out of proportion to his endurance. It is when it has a greater hold on the child than do the facts of his everyday life that daydreaming becomes harmful.

Constructive imaginings are built of the stuff real life is made of, and lie largely within the bounds of possibility. They provide am-

bition with fresh impetus. As a child matures he should prepare to slough off the habit of daydreaming and meet with courage the task of forming and executing his purposes.

The girl is in more danger of sinking into a habit of daydreaming which she carries with her throughout life, than is the boy. Whereas he is encouraged or indulged in a life of great freedom of action and of thought, his sister is told that "girls must not be so noisy," they "must not wander far afield; must keep to the beaten tracks," "must consider what folks will think and say," and at best lead a life that is cabined, cribbed, confined.

Some of this repression of girlish activity seems unavoidable; but we need to remember that where activity is forbidden, some other engrossing activity must be substituted, lest the bottled up energy burst forth in serious delinquency, or dissipate itself in fruitless daydreams whose harmfulness lies in their paving the way for an endless stream of fancies that dwarf ambition and soften the will.

Imagination is as common in children as daydreaming is; imagination is as advantageous as daydreaming is harmful. Imagination

provides the originality that leads mankind forward; it interprets values and produces beauty; it enables man to exercise forethought; it is an integral part of sympathy.

Imagination differs from daydreaming in that it moves forward. Daydreaming represents a flimsy retreat, like the sand in which the ostrich hides his head that he may convince himself there is no danger; imagination is a path along which its discoverer travels toward achievement. Daydreams replace unpleasant conditions with their reverse; poverty becomes wealth, weakness is transformed into strength; and the dreamer revels in a fictitious enjoyment of the charms his phantasy has evoked. Imagination would show rather how to convert poverty into wealth, by what road to journey from weakness to health and strength, picturing the delights of riches and power as rewards to be earned, not as dreams to be enjoyed.

With the aid of imagination, one can undergo hardships, persevere in monotonous toil, without weakening; the goal in sight or around the corner furnishes energy to tired muscles, a spur to weary minds, patience to the short-

tempered. But the daydream, instead of furnishing motive power for the work at hand, withdraws the attention and the energy from the toil that is a means to the end desired, and whispers to the worker to drop his tool, and feast on the shadow of the reward whose substance he will never gain under the tutelage of this master.

Every child, no matter in what circumstances his parents may be, needs to have a sense of struggle. Wise training in his early years will prevent habitual choosing of the easiest way, without regard to more important factors, in later life. The child who does not need to struggle for material wealth, physical health, or superiority in his studies, because of his natural endowments and the achievements of his parents, runs grave risk of losing the love of overcoming difficulties, which carries young people through so many straits.

Out-of-door life, in camp or on farm, where each must shift for himself, will allow the child to taste the joys of hard work. At home he must not be waited on, hand and foot. It is well for him if he has a number of brothers and sisters, that he may learn to take second

place. Anything that will give a sense of responsibility to this child is good. Sports will help to develop a sense of team-work and subordination of self for the sake of the group, besides the ability to endure hard knocks, and enthusiasm that carries one through dreary hours of training. Rivalry is an incentive that will bring the child to put forth his greatest effort. Independence attained through the ability to earn his own living awakens a sense of responsibility. The obligations entailed in the holding of power must be taught.

Hero worship is common to us all; it may be harmful to the developing personality even though the chosen hero is wholesome. The glamour thrown over unusual acts by the veil of romanticism spun by author, playwright, and scenario writer, fascinates the adventurous minds of the young boy and girl, and may beget in them the notion that whatever is dangerous is worth doing.

The child of ten or twelve often finds pleasure in acting a part, for days together. He may then drop the first rôle, and assume another, into which he will throw himself with equal zest. The characters that kindle his

imagination may be drawn from life or from literature, the screen or the stage.

One child may pretend that he is a pioneer, dependent on the work of his hands for his daily sustenance and safety. He will transmute his daily tasks into the labor of the frontiersman, allow himself little recreation, and thus enjoy great happiness. Another, perchance, acts the part of a child of luxury, pampered and coddled to a superlative degree. His younger brothers and sisters become his servants who run hither and yon at his slightest nod; he becomes bored, his lips curl in dissatisfaction, his voice grows petulant.

We are inclined to say that the first child is carrying out beneficial activities, while the second only is running risk of harm. But either child is flirting with the danger of the phantasy. When he is impersonating some character, he reacts to situations not as he ordinarily would, but as he thinks the person with whom he is identifying himself would act. When he answers a question, he tries to answer it from the point of view of his hero, borrowing his vocabulary, imitating his voice. This sometimes makes it difficult for the

actor to be fundamentally honest, as he spends so much of his time in the shoes of those whom he understudies, that he scarcely knows where he himself stands.

Thus, even though he is the henchman of a hero of fine character, he may be injured by his infatuation, because it leads him to dwell in a world of unreality, oblivious of the actual conditions about him. Instead of drawing inspiration from his ideal and applying it to the working out of his own problems, he may content himself with slavishly copying the mannerisms of his hero, at the same time withdrawing himself as much as he can from his own environment.

The delicate child is particularly liable to live in a land of his own imagining. He suffers quite as much from the atmosphere of fear which surrounds him, as from the isolation and enforced quiet that must accompany and follow his illnesses. His parents are continually telling him he must not do what the other boys do, lest he become ill again.

Unable to get away from this idea of dread, he constantly harbors the thought of sickness, gets little exercise, and slight relief from

worry, sleeps poorly and has no appetite, and consequently falls an easy prey to the epidemics that surge about him. The very consideration his family shows him during his illness and convalescence begets in him the notion that he is made of different stuff from other youngsters.

He may think himself finer than the common run of human kind, and become extremely disagreeable to all who do not minister to his swollen love of self. Unaccustomed to going out to fight against adverse circumstances, it is easy for him to content himself with pretending that his environment is changed, and to enjoy the delights of his imaginary situation.

It is important that parents take especial pains to help the sickly child to a wholesome outlook on life. When he is not actually sick, let the bogey of ill health be thrown out of the window. Encourage him to join with other children in their rough and tumble games. If he sticks to it, he may develop skill that will offset his smaller stature, and mental alertness that will make up for his lesser strength. Better still, he will build up a physique that

will help him to leave behind his life of illness, and join the ranks of healthy-bodied youngsters. Mixing with other children on a fairly even footing will make for wholesomeness in his estimate of himself and his attitude toward others.

In a manufacturing town in northern New England, a ten-year-old boy who is smaller than many boys of six is admired throughout the length and breadth of the town on account of his excellent baseball pitching. Boys in their teens are glad to get 'Chi-chi to pitch for them; all up and down the street baseball fans, of every age, from urchin to business or professional man, yell "Hi, 'Chi," in affectionate tones of pride as the little fellow passes.

The parents of an only child have a difficult problem. This child also is propelled by circumstances toward a life that tends to ignore reality. His parents sometimes feel their responsibility so strongly that they adopt a child in order to have a more normal family circle. An only child living in the country, or in a part of the city where his parents consider the neighbors' children unde-

sirable associates, does indeed have a hard time.

He is lonely, he is too much with grown-ups and too little with children; his world is too largely dominated by himself and his interests, giving him a disproportionate sense of his own importance and of the rights of other people. He is almost forced to find companionship in the creations of his fancy, who become the puppets of his will. They dance to his song, and cease when he wishes. The give-and-take that goes on among real people of about the same age is practically unknown to him. He responds stiffly to the casual treatment he receives outside his home, when he does venture forth.

While the only child and the sickly child are apt to show extraordinary mental development, because they are cut off from the usual avenues of expression, they are inclined to be less happy than other children, not only in this period of their lives, but throughout maturity. The sickly child especially is apt to crave power for its own sake, because in his childhood he tasted the sweets of exercising authority over his superiors, during his sick-

nesses. Both the sickly child and the only child are apt to be too serious-minded and self-centered, taking life hard when there is no need of it, so intense that they wear out themselves and other people.

It is very seldom that these children enter easily into the competitive life of the business world. At school they are likely to win prominence because of their intellectual keenness. Somewhere outside the home, either at school or in the world at large, difficult adjustments await them, before they can mix happily with their fellows. If they fail to make these adjustments they are liable to harden into selfish, disagreeable persons, crabbed snobs, who seem like living caricatures. But if they make the necessary adjustments successfully, they may be unusually sympathetic, winsome persons, of extraordinary sensibility.

Every human being is preponderantly either extrovertive or introvertive by nature. The extrovert attends chiefly to concrete objective sounds, sights, and other sensation-producing stimuli. The introvert wanders through a maze of his own thought, set in motion by

some external stimulus, but diverging widely from its origin. Mary was introvertive, Martha extrovertive. We all know that both types are needed in the world, one not more than the other.

When we find that one of our children is concerned largely with his own mental evolutions, and another almost exclusively with the works of his hands, the sights he sees, the sounds he hears, the scents and tastes that come his way, the sensations he experiences, we do not need to jump at the first and pester the second, trying to get them to give up their natural lines of conduct. Each disposition is valuable in the interpretation of life and the improvement of the conditions of living.

But if we can add to the introvertive child some of the characteristics of the extrovertive, and give to the Martha type some of the qualities of the Mary type, we shall have accomplished great deeds. The introvertive nature plus the extrovertive habit gives marvelous results. Darwin was introvertive by nature, and extrovertive by habit. Huxley was born an extrovert, and acquired intro-

vertive interests late in life. In these men the original tendency was not suppressed, but supplemented.

The boy of about ten to fourteen years yields his highest allegiance to the gang of which he is a member. The secret doings of the gang feed his love of mystery, adventure, and idealism. Like Robin Hood, these boys sometimes defy the law of the land in attempts to further justice as they see it.

In one gang, in a staid old New England village, the boys carried firearms, hoping sometime to be able to catch a criminal. If one of their number thought he was on the tracks of a fugitive from justice, the other members of the gang were notified, and all managed to escape from their beds, and crawl out of their bedroom windows, to aid in the hunt. Remarkably enough, no casualty attended these adventures, in this particular case.

The boys are tremendously loyal to their gang, will go to great lengths to shield their fellow-members, and permit no trickery or deceit amongst themselves. As they grow older, they widen the scope of their loyalty,

honesty, and heroism, seeing not the gang, but their school or union, profession or business as the horizon of their principles of right dealing. The final step in the growth of the traits intensified by gang life is their application to the affairs of one's social class, city, state, nation, and humanity.

Girls have clubs, crushes, and cliques, but nothing exerts in their lives an influence comparable to that of gangs in the life of boys. Whether this is because girlish matters are kept so closely under parental supervision is an open question.

Such organizations as the Boy Scouts and Campfire Girls help to offset the artificiality of modern life, by giving young people a chance to live out of doors, play and work together in the open, gain wholesome ideals, and enjoy taking part in ceremonials or military movements.

Boys and girls need to fellowship with their fathers. Some men who are doing important work of great value to society fail to give of their time to their children. They must give not only their time, but themselves. To spend a certain number of hours a week with the

children is not enough. It were better to give only a few minutes of their best selves, than to go through a perfunctory association that only bores the participants.

One father who understood the point of view of his thirteen-year-old daughter gave her deep happiness by entering into a contract with her, duly attested and sealed in a venerable-looking document, whereby she gained the right to require him to accompany her to the theater a stated number of times during the year, said occasions to occur at her pleasure.

Another father made himself a real comrade of his twelve-year-old daughter, by seriously asking her opinion of certain of his business ventures that were well within her comprehension. Sharing the news of one's business advancement or professional recognition with one's children, instead of telling it only to their mother, under the assumption that the children will not appreciate it, is another way of winning the hearts of the young.

These are not mere stratagems; they indicate the existence of a feeling of sympathy between old and young. We parents mean

more to our children than we do to any one else in the world. Of course they are interested in our doings, and proud of being taken into our confidence.

The child of twelve to fourteen is on the threshold of the great adventure, adolescence. He wants to stand alone, to shake off the rules by which he has thus far lived, to pit his will, his judgment against those of his elders. He craves excitement with an intensity that mystifies him as much as it surprises the on-lookers. He feels himself clothed with greatness, different from every one else, more important, more wonderful. Extravagance characterizes him. He is extremely happy, or entirely miserable; the middle ground he abhors as a vacuum.

He thinks in superlatives. He sees in blacks and whites. Right is right, and wrong is wrong; there is no intermediate gray of right mixed with wrong. Always believing himself the most humane person in the world, the adolescent is blind to the feelings of all save himself. A thrill to the spectacular altruism that catches his fancy, he mercilessly ignores the rights of those about him in his pursuit

of his own ends, trivial though they may be. Uneventful routine, serenity in everyday life, are to him as bitter aloes. Melodrama spells for him the life that alone is worth living.

Yet it is of the utmost importance that the young adolescent's home life be undisturbed in its placidity. Any turmoil within the home is bound to be reflected by him in aberrations of conduct. Serious trouble at home often drives the adolescent into anti-social behavior. Under this strain, children from any class of society may enter upon vicious or criminal careers.

The adolescent's home life will be largely freed from friction, if his parents see what is happening, and know that their part is to sit quietly by, ready to help with sympathetic counsel and wise interpretation when the youth is momentarily in a docile mood. Were they to get panicky, supposing their child's new attitudes to be permanent unless immediately eradicated, matters would only be made worse. It would be as if a man were to take it into his head to "break in" a broncho just at the moment when the animal was mid-stream of a dangerously swollen river. The

horse has all he can do to keep his head above water. He is frightened and confused as it is, without having a new set of difficulties thrown about him.

The youth will listen with at least half an ear to the well-meant counsel of the adult who has proved himself to be a friend gifted with insight; the adult calls his imagination to his aid, and tries to re-invest himself with the thoughts and feelings that were his in his youth, that he may offer reasonable suggestions. If the adult can color his reflections with the hue of the right value, and not a mere dab of the same pigment, he will see that it is not what he did and what he thought and felt as a youth in concrete cases that will throw light on his present problem of helping his young friend; but a clear visioning of the way he reacted to the wisdom of his elders that can now help him to envisage the youth's situation.

He will thrill again to the surge of omnipotence to which he vibrated in his youth. Once more he is intensely individualistic. He knows that he is vastly different from all who have gone before, and all who shall come after

him, more wonderful far than any other human being. He looks with infinite contempt on the dogmas of his elders; so superior is he, that he graciously pities them for their old-fashioned notions and their lack of comprehension of the relative importance of the things that make up modern life.

Then our wise adult will try to get his youthful friend's point of view, rather than to impress on him abruptly the results of his own years of experience. He will remember that the world has changed since he was young and uncritical, and he will do his pitiful best to see with the younger person's eyes, that he may know what is happening to-day and whither we are going. Lenient in small things, considerate at all times, he will calmly insist on the few things he deems of real importance. Grateful for being treated with equality, and respecting the judgment of this rare adult, the young person will generously accede to his friend's few demands.

If he is not pestered about little things, the adolescent will more quickly get into the new stride he is attempting, and will then be able to pay some attention to other people. Above

all things, he must not be shamed. He is supersensitive to the opinion of those of his own group, and is anxious to assume a commanding position wherever he appears. Any criticism that tends to lower him in the eyes of his associates will result only in embittering him. He suffers keenly over his shortcomings, as measured by the standards of his group.

When he is excessively irritable and fractious at home, it is probably an indication that the adolescent is having difficulty in making necessary adjustments in some of his important contacts. It may be that he is worried or afraid about something of which he does not speak. If he would take one of his parents into his confidence, his battle would be at once half won, for the trouble that is aired is thereby given a chance to dissipate itself.

His problem, however silly it may seem at first glance, must be taken seriously by the adult to whom he reveals it. If it seems absurd to the adult, he may know by that token that he is miles away from understanding the adolescent spirit. He may be able to tell the youth that he has misinterpreted certain facts, thus removing the adolescent's

cause for anxiety. More probably the young person will find that by giving utterance to his vague fears he has added to them a reagent which has set them to crystallizing, so that he now has on his hands concrete difficulties with which he can try to cope.

It is hard for any one to bottle up within himself the thoughts that consume his energy; it is especially hard for the adolescent, who has barely graduated from the stage of inability to keep a secret of any sort, when he blurted out his Christmas secrets to the very persons from whom he was trying to keep them. The strain of difficult repression is therefore added to the burden of worry that overwhelms him if he has no wise confidante.

Yet nobody is likely to tell his troubles to one who is in the habit of turning a deaf ear to his complaints, and meting out to him harsh criticism or heartless ridicule, when he craves encouragement and sympathy. We must at least listen patiently to the adolescent's lengthy babble of self, and award praise whole-heartedly when he earns it. If we are truly interested in all his doings, slow to censure, quick to commend, and loath to

dictate, we may be rewarded by being taken into his confidence.

Our tactics in dealing with the pre-adolescent and the adolescent child should be similar to those we employed in managing the creeping baby. We should pay most attention to the type of behavior we wish to encourage, and let no emotional excitement attach itself to our handling of undesirable situations. If we treat unimportant matters casually, our manner of dealing with the big things that arise will in itself be arresting.

Histrionics are unnecessary. If we keep things in proportion, our calm conviction of the importance of the child's following the course we urge will have a telling effect upon him. Of course if our demands are unreasonable, we have little chance of being able to impose them on a normal young person. When we seem to make no headway, it will encourage us in our course of patience, if we know that a youth often contradicts at the time, but later on quotes the parent with whom he argued, forgetting whence he draws his authority, and introducing the statement with "Everybody says—" When he is thrown

on his own responsibility we find him using as his own some of our standards of conduct which hitherto seemed to antagonize him most deeply.

When a child flat-footedly refuses to obey, we need to get a better insight into his situation. We will often find, if we look carefully, that we were trying to coerce the child to do some trivial thing, which for him represented the giving up of an important principle or acting contrary to the attitude expressive of his deepest desires. If we can see our way clear to giving the child *carte blanche* in this particular instance, he is likely to show his appreciation by meeting us more than halfway on other issues.

Disobedience is not an insurrection to be dealt with; it is a symptom whose origin must be probed that we may remove its cause. To do otherwise would be to follow in the footsteps of the woman who scolded her son for coughing, because the sound annoyed her, but who gave him no other treatment than the scolding to help him get rid of his cold.

Instead of "lighting into" a child when he is excited over something he wants to do or

does not want to do, wait until he has cooled down before you try to take him to account for what he has done, or to convince him of the error of his ways. Then he will be approachable, but when he was upset your words would have fallen on deaf ears.

In many a busy home, the quality of the table talk is the most tangible impression the child gets of his parents, from day to day. Here is the father's opportunity to lift for his young son or daughter a corner of the veil that hides adult interests from children. Let it be an unfailing rule that sickness, unpleasant details, and all disagreeable topics are barred from table conversation. Discussion must not be allowed to drag into argument. Meal-time gatherings of the family are a source of inspiration to all, if properly handled.

If you are seriously trying to guide your adolescent child's outlook on life, consider carefully, from the point of view of the effect they will have on the child, the daily papers you have in your home. These are a potent force for good or for bad. Do you sponsor the headlining of criminal and vicious cases, in scare-heads two inches high, while news of national

moment or vast social import is cramped into inadequate space?

The child who goes much to the movies is being acted upon constantly by one of the most powerful forms of suggestion. The observer is often fired with a desire to enter upon such a life of adventure or license as he beholds pictured on the screen. In less vivid form, the movies act like a daydream, removing the child from reality, and filling his mind with pictures, which he can afterward recall at will and contemplate in passive fashion.

The automobile brings to many children an habitual craving for aimless, effortless motion. The multiplicity of sights that rolls past wears them, so that they look with ennui on rural beauty, with scorn on the dignity of village or town. They care not where they go, so long as they are on the way.

Nervous, excitable parents teach their children, by example, to become unduly nervous and lacking in control. Instead of worrying over the nervousness their children are supposed to have inherited from them, these parents need to study and apply the principles of mental hygiene in their own lives.

When a boy or girl proves really unmanageable, the parents should immediately take their child to a psychiatric specialist in juvenile delinquency. The parents may find that it is they, rather than the child, who are at fault. Whichever side is chiefly responsible, the parents may know that they are treating their problem in a scientific manner, by seeking help where it is to be had.

THE END

BOOKS RECOMMENDED FOR PARENTS

Groves, E. R.: "The Child and the Home," University of North Carolina, *Extension Bulletin*, vol. VII, No. 11, has a carefully selected list of books and articles discussing various aspects of child-life, parenthood, marriage, and the family.

Physical Welfare

Dennett, R. H.: *The Healthy Baby*. The Macmillan Company, New York.

Emerson, W. R. P.: *Nutrition and Growth of Children*. D. Appleton & Co., New York.

Richardson, F. H.: *A Doctor's Letters to Expectant Parents*. W. W. Norton & Co., Inc., New York.

Richardson, F. H.: *Simplifying Motherhood*. G. P. Putnam's Sons, New York.

Seham, M. and G.: *The Tired Child*. J. B. Lippincott Company, Philadelphia.

Smith, R. M.: *The Baby's First Two Years*. Houghton Mifflin Company, Boston.

Smith, R. M.: *From Infancy to Childhood*. Houghton Mifflin Company, Boston.

Child Training

Blanton, S. and M. G.: *Child Guidance*. The Century Company, New York.

Blatz, W. E., and Bott, H.: *Parents and the Pre-School Child*. William Morrow & Co., Inc., New York.

Groves, E. R. and G. H.: *Wholesome Parenthood*. Houghton Mifflin Company, Boston.

Groves, E. R. and G. H.: *Parents and Children*. J. B. Lippincott Company, Philadelphia.

- Gruenberg, S. M.: *Your Child Today and Tomorrow*. J. B. Lippincott Company, Philadelphia.
- Thom, D. A.: *Everyday Problems of the Everyday Child*. Little, Brown & Co., Boston.

Psychology of the Child

- Adler, A.: *Understanding Human Nature*. Greenberg, Publisher, Inc., New York.
- Groves, E. R.: *Personality and Social Adjustment*. Longmans, Green & Co., New York.
- Richardson, F. H.: *Parenthood and the Newer Psychology*. G. P. Putnam's Sons, New York.
- Watson, J. B.: *Psychological Care of Infant and Child*. W. W. Norton & Co., Inc., New York.
- White, W. A.: *Mechanisms of Character Formation*. The Macmillan Company, New York.
- Wickes, F. G.: *The Inner World of Childhood*. D. Appleton & Co., New York.

Mental Growth

- Burnham, W. H.: *The Normal Mind*. D. Appleton & Co., New York.
- Fenton, J. C.: *A Practical Psychology of Babyhood*. Houghton Mifflin Company, Boston.
- Gesell, A.: *The Mental Growth of the Pre-School Child*. The Macmillan Company, New York.
- Norsworthy, N., and Whitley, M. T.: *The Psychology of Childhood*. The Macmillan Company, New York.
- O'Shea, M. V.: *Mental Development and Education*. The Macmillan Company, New York.

Sex

- Bigelow, M. A.: *Sex Education*. The Macmillan Company, New York.
- de Schweinitz, Karl: *Growing Up*. The Macmillan Company, New York.

Galloway, T.: *Biology of Sex*. American Social Hygiene Association, New York.

Moll, Albert: *The Sexual Life of the Child* (for advanced study). The Macmillan Company, New York.

Royden, M. A.: *Sex and Common Sense*. G. P. Putnam's Sons, New York.

Adolescence

Bigelow, M. A.: *Adolescence*. Funk & Wagnalls, New York.

Blanchard, P.: *The Adolescent Girl*. Dodd, Mead & Co., New York.

Healy, W.: *Mental Conflict and Misconduct*. Little, Brown & Co., Boston.

Hollingsworth, L. S.: *The Psychology of the Adolescent*. D. Appleton & Co., New York.

Richmond, W.: *The Adolescent Girl*. The Macmillan Company, New York.

SUGGESTED OUTLINES FOR INDIVIDUAL OR GROUP STUDY

(These study programs, prepared by Mrs. Grace E. Crum and published by chapters in the *Child Welfare Magazine*, vol. XXI (October, 1926, to May, 1927), are reprinted with the kind permission of the author and the magazine.)

PREFACE — INTRODUCTION

Thoughts to Consider

1. It is in the emotions that conduct problems originate.
2. Wholesome childhood demands from parents insight and judgment rather than ironclad formal routine.
3. Transfer interest to desirable conduct.
4. The child likes attention.

I. Preface. *Wholesome Childhood* stresses:

1. (a) The significance of the early period of childhood.
(b) Determining influences of the home during the first years.
2. The importance of the emotional life of the child.

II. Introduction

1. What is the work of the psychiatrist? of the sociologist?
2. Relate the story of Mr. Higgins and the psychiatrist.
3. What is the inference of the introduction?

References

Study Outline: *Child Welfare Magazine*, June, 1926, p. 622.

Arnold Gesell: *The Pre-School Child*.

Jessie C. Fenton: *A Practical Psychology of Babyhood*.

Mrs. Max West: *Pre-Natal Care*. U.S. Department of Labor, Children's Bureau, Washington, D.C.

Mrs. Max West: *Infant Care*. U.S. Department of Labor, Children's Bureau, Washington, D.C.

CHAPTER I

THE FOUNDATION PERIOD: FIRST SIX MONTHS

1. Discuss the advantages of the expectant mother's consulting an obstetrician six months before the arrival of the baby.
2. What are the baby's needs?
3. Review how you obtain, or hope to obtain, quiet and regularity for your baby.
4. What are the baby's activities for the first six months?
5. Who shall care for the baby? the mother, the day nursery, or a nursemaid? Discuss the advantages and disadvantages of each.
6. In leading the baby away from a bad habit, the author suggests transference of interest, pages 14-18. Cite specific cases given by the author and from your own experience. Name other ways of helping the baby to form good habits.

SUMMARY

Baby's needs

- a. Regularity in feeding, sleeping, elimination.
- b. Cleanliness.
- c. Quiet comfort.
- d. Love.
- e. Protection from fear of falling, loud noises, tones of voice which indicate displeasure.

Baby's activities

- a. Reflex and random movements.
- b. Discovery of hands, toes, etc.

Aids to good habit formation

- a. Regularity, see "Baby's needs" above.
- b. Stressing desired, not undesired, mode of behavior.
- c. Transference of interest.

References

- Study Outline: *Child Welfare Magazine*, June, 1926, p. 622.
Arnold Gesell: *The Pre-School Child*.
Jessie C. Fenton: *A Practical Psychology of Babyhood*.
Mrs. Max West: *Pre-Natal Care*. U.S. Department of Labor, Children's Bureau, Washington, D.C.
Mrs. Max West: *Infant Care*. U.S. Department of Labor, Children's Bureau, Washington, D.C.

CHAPTER II

THE PERIOD OF DISCOVERY: SIX MONTHS TO ONE YEAR

Thoughts to Consider

1. The child's curiosity is the foundation of his adult intellectual vigor.
2. The baby of six months needs to touch whatever attracts his attention.
3. The baby's nap time must be religiously adhered to. (See *Child Welfare Magazine*, April, 1926, page 501.)
4. A toy is meaningless until the baby has made associations with it.
5. The baby understands tones before he recognizes words.
6. Simplify the baby's environment.
7. Much repetition robs words of their meaning.
8. Fear must not be allowed to enter the life of an immature human being.
9. It is better to watch the baby in a semi-dangerous situation than to have him, unprotected, seek real danger because of the fascination of the forbidden.
10. Letting the baby do what he wishes, while unostenta-

tiously watching to see that he does not harm himself, is the keynote of a positive program for developing initiative and self-reliance in young people.

11. The mother who carts her baby about as if he were an inanimate lump of prettiness is over-stimulating him, so that he may become a nervous child and a sickly adult.
12. Spanking is not conducive to the coming of sleep.

Questions

1. Of what benefit is curiosity to the baby? Page 21.
2. Why does a baby of six months need to touch whatever attracts his attention? Why should a baby's curiosity be satisfied? What are some of the ill effects, if it is not? The baby learns of outside things through his senses. Name these. Pages 21, 31, 35-37.
3. Do you believe that the nap time of a child should be strictly adhered to? Why? Page 22.
4. Should the baby entertain or be entertained? Page 23.
5. Why may the baby like the wrappings of a gift better than the gift itself? What sort of a toy is prized by a small child? Give reasons for your answer. Should not the child's choice of a toy influence us in our choice of a toy for him?

Note. One educator said, "Effort is the only justification for owning a thing." Might not this thought explain why a little girl may love a doll she has made out of rags more than her beautiful manufactured doll, or why a little boy may delight in his rough hewn boat rather than a costly one purchased at a toy shop? Association with the toy through the child's efforts makes it his own.

6. Can the baby be trained not to destroy books and magazines? How? Pages 26, 27.
7. Why is it harmful to say often to a baby, "Don't do that"?

8. Tell of the ill effects of fear in the life of a small child. Page 29. How may we protect him against fear?
9. How may we help when the baby is learning to walk and to climb? Pages 32-34.
10. Can we leave a small child to some extent to his own judgment, rather than force blind obedience? Discuss. Pages 34, 35.
11. Why is it harmful to the baby to cart him about wherever his mother goes? Page 38.
12. Should one spank a baby to make it stop crying? Pages 39, 40.

Three topics in this lesson should be given much time and study, viz.: curiosity, fear, and children's toys. It is suggested that these topics be assigned to different members of the class for special study and investigation. For your convenience references are listed under each; see list given below:

References

Curiosity

Fisher, Dorothy Canfield: *Mothers and Children*, pp. 51-56.

Patri, Angelo: *School and Home*, pp. 115-118.

Kirkpatrick, E. A.: *Fundamentals of Child Study*, chap. x.

Child Study Association of America, 509 West 121st Street, New York: "Curiosity." (Pamphlet, price 10 cents.)

Cabot, Ella Lyman: *Seven Ages of Childhood*, chap. ix.

Bradish, Prudence: *Mother Love in Action*, chap. xii.

Fear

King, Irving: *The Psychology of Child Development*, p. 57.

Gruenberg, S. M.: *Your Child Today and Tomorrow*, chap. v.

McKeever, W. A.: *Training the Girl*, pp. 332-334.

- McKeever, W. A.: *Farm Boys and Girls*, p. 19.
Williams and Hoag: *Our Fear Complexes*, chap. VIII.
Patri, Angelo: *Home and School*, chap. VIII.
The Children's Foundation: *The Child: His Nature and His Needs*, pp. 35; 42-45.
Bradish, Prudence: *Mother Love in Action*, chap. XIII.
Groves, E. R.: *Personality and Social Adjustment*, chap. VI.
Groszmann, Maximilian, P. E.: *A Parent's Manual*, pp. 80-84. (See Index.)

Toys

(References taken from Study Outline in *Child Welfare Magazine*, July, 1926, p. 676. See p. 676 for additional Study Outlines.)

- Leonard, Minetta S.: *Best Toys for Children and Their Selection*.
Kamm, Minnie W.: *The Pre-School Age — A Mother's Guide to a Child's Occupation*.
White, Mary: *The Child's Rainy Day Book*.

Other References

- U.S. Department of Labor, Children's Bureau, "Child Mentality and Management," Pub. 91, price 5 cents.
Dennett, R. H.: *The Healthy Baby*.
Smith, R. M.: *The Baby's First Two Years*.
Fenton, Jessie C.: *A Practical Psychology of Babyhood*.
Watson, J. B.: *Behaviorism*.
Preyer, Wilhelm: *Mind of a Child*.
Shinn, Millicent: *Biography of a Baby*.
Perez, B.: *The First Three Years of Childhood*.
Sully, James: *Studies of Childhood*.
Sully, James: *Children's Ways*.

CHAPTER III

THE PERIOD OF ACHIEVEMENT: ONE TO TWO
YEARS*Thoughts to Consider*

1. Let the children do as they like as long as they do not hurt themselves or make any one else uncomfortable.
2. Applaud those things which you would encourage; ignore those which you disapprove.
3. Real obedience, the kind you can depend on in the face of temptation, is best secured by allowing the child as much freedom as possible.
4. Let the land of unknown, forbidden things be as small as possible, and the realm of the investigated, and accepted or rejected, things as all-embracing as may be.
5. A wholesome childhood is the best insurance any parent can take out for their baby's future.
6. When we enter whole-heartedly upon a positive program of translating into actual every day practice our interpretation of the values of life, we help the child to envisage the orderly beauty of the universe, in small.
7. Take time to play with your baby.

ARGUMENT OF CHAPTER

In our association with our children there are certain goals we wish to attain. The authors mention especially "the important goal of helping a new personality get its bearings." This is accomplished by correctly interpreting the values of life. By stressing the important things, such as, a purposeful life, the ability to think through a problem, a capacity for happiness, a gift for creating happiness in others, a kindliness that comes from within — the virtues of obedience, tidiness, and politeness also result. We do not seek them as ends in themselves but they result as "by-products" of our teaching. We do seek independence, perseverance, and thought-

fulness for our children. If the child is truly thoughtful, the chances are he will be tidy for he realizes that his disorder brings inconvenience to his mother.

Questions

1. The authors refer to "the important goal of helping a new personality get its bearing." What does this mean? Page 41.
2. Obedience, tidiness, and politeness are commendable virtues and are to be sought. Should they be sought as an end in themselves or are they to be the natural result of training which has placed emphasis upon those things in life most worth while? Give the authors' discussions.
3. Why is the time from one to two years referred to as the period of achievement?

Obedience

1. Why do the authors not place obedience first among desirable manly or womanly qualities? Do you agree with the authors' point of view? If not, define your stand.
2. Why should we not attract the child's attention to his undesirable conduct? Should the child be called "naughty"? Page 45.
3. Applaud those doings which you would encourage; ignore those which you disapprove. Give authors' argument for this statement. Explain why it might call for self-control on the part of the parent to follow out this rule. Pages 46-47.
4. How does allowing the child as much freedom as possible help to bring about real obedience? Page 48. Should we explain the reasons for our requests to a child? Page 48.
5. Why is it desirable that the child build for himself a standard of conduct founded on his own personal convictions? Page 48.

6. Explain why it is harmful to a child for an adult to distort the relationship of events in order to obtain obedience. Pages 58-59.

Politeness

1. Politeness should be the result of heartfelt kindness rather than repetition of glib phrases. Explain. Page 43.
2. Explain how we may make use of the child's love to imitate, in helping him to be polite. Page 44.
3. Give examples of a child's imitation. Pages 59-67.

Tidiness

1. The authors imply that praise, suggestion, and later the child's own satisfaction in having done what he tried to do, may be used in bringing about a love of tidiness. Give other examples in which these means are used to obtain desired ends. Page 46.

Independence

1. How may we help the small child to be independent? Give illustrations. Pages 50-51.

Perseverance

1. Is it natural for a small child to stay with an undertaking? Give authors' illustrations of perseverance. Pages 51-53.
2. Why do some children scatter their energies in all directions and take up one project after another only to abandon them? Pages 54-55.
3. Should we call a child from his absorbed task, to do an errand without first giving him time to complete his work?

Thoughtfulness

1. How can we help a child to think for himself? Pages 56-58.

References

Patri, Angelo: *Problems of Childhood.*

Fisher, Dorothy Canfield: *Mothers and Children.*

CHAPTER IV

THE PERIOD OF CONTACTS: TWO YEARS TO
THREE YEARS*Thoughts to Consider*

1. Humor is a godsend. When humor creeps in, anger departs.
2. Curiosity in children lays the foundation for later intellectual vitality.
3. Where there is interest, the process of learning is shortened to an amazing degree. See Patri's *Problems of Childhood*, page 109.
4. Now, why in the name of all that is gleeful, should a two-year-old be quiet?
5. Even shouting should be provided for, where it will not bother anybody. Happy the country child who can get out of doors and make as much noise as he likes! See Patri's *Problems of Childhood*, "Shouting Hill," page 83.
6. When Youth bursts forth as the Rebellious Adolescent, Maturity girds up its loins for the last round of a desperate struggle.
7. The more opportunity a child has to do things for himself, the less often will he seek independence through disobedience.
8. Obedience, to be fundamental, must be of the spirit and not of the letter.
9. In order that child-training be positive rather than negative, punishment must be kept in a subordinate position.
10. A minimum of punishment in the child's life aids the erection of a standard of truthfulness.

Questions

1. The baby learns to speak by hearing us speak and by watching our lips as we speak. Are we justified in talking "baby talk" with him? Pages 70-71.
2. Between the years of two to three, the child attains the age of independent action. Compare the parent instinct of animals and of humans toward their offspring, at this stage of comparative self-sufficiency. Page 72.
3. Define Scylla and Charybdis. "The Scylla and Charybdis of our channels are over indulgence and repression." Explain this figure of speech.
4. The total spirit of a home expresses one of these three programs: indulgence, repression, or controlled freedom. Give authors' discussion. Pages 73-75.
5. The authors tell us that there are a number of ways to deal with anger: First, preventive methods; second, example; third, humor; fourth, ignoring situation; fifth, discovering cause. Discuss these methods and name other ways in which you have successfully treated anger. Do you think the authors would approve of spanking an angry child? Do you? Give reasons. What are some of the causes of anger? Pages 76-78.
6. When a baby has fallen and hurt himself, it is a mistake to divert him by allowing him to spank the floor. How may this attitude develop into the habit of "taking it out" on some individual as he grows older? Pages 79-80.
7. Discuss the ill effects of fear in the child. Tell how a fear developed in childhood may affect the adult. "Watson assures us that originally only two causes of fear behavior are found, those being a sudden, loud sound, and the removal of support (fear of falling)." How does the child come to fear other things? Pages 80-83. See also, *The Child: His Nature and His Needs*, pages 42-44.
8. Read "I Can't," page 113, and "Fear," page 119, in Angelo Patri's *Problems of Childhood*.

9. Why is curiosity an asset to the child? Why should he be allowed to handle many objects? Pages 83-87.
10. Have you known mothers to openly bewail the fact that their babies are growing up? Is this the right attitude? Page 87.
11. What is the attitude of a two-year-old toward a three-year-old? of a two-year-old toward a two-year-old? Pages 88-90.
12. Discuss the authors' view-point in regard to obedience. Pages 90-94. What is the important thing in obedience — an outward show of obedience or a strong desire within the child to do the right thing? Do you agree that in training children, punishment must be kept in a subordinate position? Explain. What methods would the authors use in punishing children? What are the authors' feelings in regard to physical punishment? What is your own? Relate how ideas in relation to punishment have changed in the last twenty-five years, both in the home and the school.
13. Discuss the relation of truth telling and punishment. Page 96.
14. What is the best method of inculcating a love of the truth in our children? Page 96.
15. What are the authors' arguments in regard to the Santa Claus myth? Do you agree with the authors' interpretation? What is Santa Claus — is he real or is he a myth? Page 97. See also *Child Welfare Magazine*, December, 1926, page 160.

CHAPTER V

THE PERIOD OF SELF-DISCIPLINE: THREE YEARS TO SIX YEARS

Thoughts to Consider

1. One should never discuss children in their presence unless to emphasize some good point. See page 104.

2. Never laugh at a child's fears, lest he keep them to himself thereafter and in so doing suffer more deeply and permanently from them.
3. If you would keep faith with a child, do not destroy his handiwork.
4. A happy home is an important factor in the developing personality of the growing child.
5. Empty threats are bad for any child.
6. "Never be trivial" may well be your watchword.
7. Never meet a child's anger with anger, unless you would add fuel to his rage and incur its recurrence.

Questions

1. The life of the three-year-old is characterized by expression rather than by impression. Explain. See pages 98-99.
2. What harm comes of too much waiting on children? See page 99.
3. When it is necessary for the mother to be absent for a time, how should she take leave of her child? Pages 100-101.
4. What sort of an influence does the unhappy parent have upon the child? Explain. Pages 102-108.
5. A child likes to be noticed. What connection is there between this fact and his being fussy about his food? Page 103.
6. How may a child's fear of a thunderstorm be overcome? Page 106.
7. What should be the attitude of the parent toward the child's handiwork? Page 106.
8. A child of three or four may begin to ask questions about the origin of life. How shall we answer him? Page 107.
9. Discuss the advantage of dressing a child in suitable play clothes. Page 109.
10. We teach honesty, courtesy, and other virtues best by

example. May parents then have two codes of action — one for public display and one for the privacy of their homes? Page 111.

11. How shall we handle the troublesome and strong-willed child? Pages 112-114; the obstinate child? Pages 120-121.
12. Did children of the former generation succeed in life, *because* of their "disciplining" or *in spite* of it? Pages 115-116; 117.
13. What provisions should be made for the child's muscular activities? Page 118.
14. Fellowship alone can make effective our program of control. Discuss and explain. Page 123.

References

Richardson, Frank Howard: *Parenthood and the Newer Psychology*, chap. vi, viii.

Patri, Angelo: *The Problems of Childhood*, "The Crow Age," page 101; "A Good Shout," page 83.

CHAPTER VI

THE PERIOD OF SCHOOL ADVENTURE: SIX YEARS TO TEN YEARS

Thoughts to Consider

1. The things that most irritate us in others are often the very things of which we ourselves are guilty.
2. The child needs above all things to be happy.
3. A steady love that flows gently on, uninterrupted by outbursts of emotion, is surely best for the child.
4. Children must have free time, with opportunity to play as they like with other children.
5. It is not our conduct under supervision, or when performing set tasks, that reveals our character, so much as the use we make of our leisure.

- Imagination is advantageous; day dreaming is sometimes harmful. Give authors' discussions. Pages 150-154.
3. How does a sense of responsibility help to develop a child? Pages 154-155.
 4. Tell of the good and the bad effects of hero-worship. Pages 155-156.
 5. What are the difficulties which beset the delicate child; the only child? Pages 157-161.
 6. Describe the introvertive and the extrovertive type of individual. Why does an individual best succeed who has in his nature elements of both types? Pages 161-162.
 7. Why does the gang hold the interest of the boy from ten to fourteen years? Tell of the dangerous gang; the beneficent gang. Pages 163-164.
 8. Boys and girls need to fellowship with their father. Give authors' viewpoints. Pages 164-165.
 9. Describe the emotional life of the child of twelve to fourteen years. Pages 166-167.
 10. Tell of the importance of a pleasant, quiet, home life for the adolescent. Pages 167-168.
 11. "Our wise adult will try to get his youthful friend's point of view, rather than to impress upon him abruptly the results of his own years of experience." Discuss the advantages of this point of view. Pages 168-169.
 12. Why should the adolescent's problem, however foolish it may seem, be taken seriously by the adult to whom it is revealed? Page 170.
 13. The strain of repression is added to the burden of worry if the adolescent has no wise confidant. Why is this true?
 14. How may we discover the difficulty if a child "flat-footedly" refuses to obey? Page 173.
 15. How do you encourage pleasant table talk? Page 174.

16. Discuss the newspaper, the movies, the automobile, as influences for good or evil in the lives of our children. Page 175.

References

Clark, Thomas A.: *The High School Boy*.

Richmond, Winifred: *The Adolescent Girl*.

Cabot, Ella Lyman: *Seven Ages of Childhood*, Books 3, 4, and 5.

O'Shea, M. V.: *The Trend of the Teens*.

INDEX

- Activity, 118-19, 124; of girl, 124-25.
- Adjustments, 161.
- Adolescent, 168, 170.
- Affection, 108; parental, 71-72, 142.
- Anger, 64, 76-80, 113; of parents, 95.
- Answering questions, 84, 107.
- Association, 159.
- Authority, 59; change of, 108, 125-26; conflict of, 98, 108.
- Backwardness, 10, 39.
- Boy Scouts, 164.
- Camp Fire Girls, 164.
- Cheerfulness, 66, 76, 101.
- City child, 119.
- Cleanliness, 2, 42, 44-46, 49.
- Complexes, 145.
- Confidence, 127, 129-30, 170-71.
- Criticism, 137.
- Curiosity, 21, 25, 36, 83-84, 107-08.
- Danger, teaching, 28-29, 57-59, 62; supervised, 31-34, 36-37, 56.
- Daydreaming, 150-57, 175; way out of, 151.
- Delicate child, 157-60.
- Dependence, 99-100.
- Development, 10.
- Discipline, positive, 45-47, 71, 95; triviality in, 92-93, 109, 117-18, 169.
- Disobedience, 17, 90-94, 173.
- Don't, 25-26, 28, 34, 45, 56.
- Education, 30, 35, 84.
- Emotional control, 4, 64-67, 142-43.
- Emotional development, 95.
- Emotional outlet, 76.
- Emotional stress, 4, 108.
- Extrovert, 161-62.
- Fairy tales, 105.
- Fear, 4, 29-30, 56, 76, 105, 129, 140, 157, 170-71; of dark, 80-83; of lightning, 105-06.
- Fellowship, 68-69, 93, 129, 164-66.
- Fighting, 139; of girls, 139-40.
- Forbearance, parental, 84-85, 167.
- Free time, 147-48.
- Gang, 163-64.
- Group loyalty, 125.
- Grumbling, 49, 65.
- Habit Clinic, 122.
- Habit-formation, 104-05, 145-46.
- Habits, of parents, 16, 72; undesirable, 14-15, 73, 101, 103.
- Handicap, of family reputation, 149; of physical weakness, 149.

- 157-59; of poverty, 149; of wealth, 154-55.
 Happiness, 108, 142-43, 160, 167.
 Hero worship, 155-57.
 Home-dependence, 125.
 Home, friction in, 149, 167.
 Humor, 76-77.
 Imagination, 151-53.
 Imitation, 59-62, 65-67.
 Independence, 34-35, 49-50, 71-72, 92, 98-99, 108, 112, 146, 166.
 Individual differences, 74-76.
 Individuality, 136, 168.
 Indulgence, 73-75.
 Inferiority, feeling of, 146-47, 149-50.
 Inferiority complex, prevention of, 136-38.
 Introvert, 161-62.
 Isolation, 151, 157.
 Jealousy, 136-37.
 Judgment, 35, 58, 108; of parents, 114.
 Leave-takings, 100-01.
 Leniency, 169.
 Love, need of, 12; danger of, 18, 99-100.
 Loyalty, 163-64.
 Masturbation, 16-18, 141.
 Mental hygiene, 175.
 Mental hygiene specialist, 122.
 Mother-fixation, 99-100, 126.
 Nervous fatigue, 6, 13-14, 22-23, 38, 77.
 Nervousness of parents, 175.
 Nursemaids, 9, 69.
 Obedience, 43, 48, 92-93, 108-09, 144; rational, 92, 144-45.
 Objective child, 161-62.
 Obstetrician, need of, 1.
 Obstinacy, 113, 120-22.
 Only child, 156-60.
 Over-stimulation, 23-25, 38, 78.
 Parental instinct, 72.
 Perseverance, 49, 53-56.
 Pity, 65-66, 143-44.
 Politeness, 5-6, 42-44.
 Possession, 139.
 Praise, 137.
 Precocity, 38, 140.
 Punishment, 45, 81-82, 92, 95-96, 113, 117, 122; physical, 95, 115-17; wise, 123.
 Quiet, 3, 5-6, 13-14, 22.
 Reading, 130, 132-33.
 Regularity, 7-8.
 Relative values, 109-10.
 Repression, 73-75, 85-87, 143, 171; of girls, 152.
 Responsibility, 108, 155, 173.
 Ridicule, 105, 127-29.
 Santa Claus, 96-97.
 Scolding, 17, 45, 48-50, 65.
 Self-reliance, 72, 108, 125, 136.
 Sensitiveness, 95, 149.
 Sex, avoiding complexes on, 107.
 Sex instruction, 107.
 Sex protection, 103.

- Shame, 136, 170.
- Sincerity, 18, 27.
- Slapping, 117.
- Sleeplessness, 39-40.
- Social contacts, 87-90, 93.
- Spanking, 39-40, 91.
- Spoiled child, 91.
- Struggle, need of, 139-40.
- Subjective child, 161-62.
- Sulkiness, 95.
- Sympathy between parent and child, 92-94, 114, 127, 130, 171.
- Teasing, 49, 77.
- Thoughtfulness, 49, 56-58, 62.
- Threats, 81-82, 114, 117.
- Tidiness, 42, 46, 50, 110-11.
- Troublesome child, 113.
- Trustworthiness, 34, 37.
- Truthfulness, 58-59, 96-97, 111-12, 157.
- Unhappiness, 80.
- Unmanageable child, 176.
- Whipping, 115-16.